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ABSTRACT

This teaching guide for social service occupations is one of a series of five performance and employer-based secondary level guides for vocational education. Part 1 provides tools, resources, and a process to be used at the local level to develop a social service occupations training curriculum and supporting instructional activities. It includes a comprehensive overview of the career field; a performance-based listing of social service job tasks; a description of the attitudes and values inherent to social service; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; a listing of instructional resources, references, and activities to be used when developing learning activity packages. Part 2 offers the guidance counselor social service career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities in the training program; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles"); descriptions of related jobs; and job titles organized by the four major worker trait groups associated with social work. (NJ)

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TEACHING GUIDE FOR SOCIAL SERVICE OCCUPATIONS

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PREFACE

This teaching guide has been developed out of the recognition that a significant amount of work traditionally assigned to professional social workers can, in fact, be performed by trained paraprofessionals. Recent fact-finding studies have shown that the personnel needs of social service programs were not being met because of a lack of definition in occupational standards. Every agency participating in the studies recognized the need for professional services. On the other hand, a continuing shortage of social workers created staffing problems for the performance of activities supporting those services.

The guide attempts to meet this problem by defining in detail the entry-level job of social service aide. It also provides a description of the basic competencies required for advancement within the field. The guide is linked to a national vocational information system which is performance-based and employer-based. It offers the instructor, guidance counselor, student, and administrator the results of an occupational analysis of the social service field and presents a core of resources that can be used to develop a social service occupations training curriculum at the local level.

The guide presents the instructor and student with statements of the actual job skills required to perform at the entry level and is backed by the knowledge requirements of the social service field. For the curriculum designer, the guide provides a logical system of information—job tasks, general knowledge concepts, a suggested instructional methodology, sample learning activity packages, and teaching resources—that is adaptable to local school needs and resources. For the guidance counselor, the guide offers information and suggestions for determining the prerequisite learning needs of individual students and recommends diagnostic tools for placing students in the training program. The school administrator can use the guide as a planning and evaluative tool to strengthen existing programs and develop new ones. All users of the guide should familiarize themselves with each section so that maximum use may be made of the guide in curriculum development efforts.

The guide is divided into two parts: Part One, "Guide for Curriculum and Instructional Development" (Sections 1.1–1.9). and Part Two, "Guide for Student Selection and Placement in the Training Program" (Sections 2.1–2.7).

PART ONE: GUIDE FOR CURRICULUM AND INSTRUCTIONAL DEVELOPMENT

SECTION 1.1, "How to Use Part One of the Guide," presents a recommended, step-by-step method for using Sections 1.1–1.9. Included in the section are steps for: Background and Review, How to Plan Your Course, How to Develop Instructional Units, and Student Selection and Placement.

SECTION 1.2, "How the Guide Was Developed," explains the structure and development of the guide and the definitions of key concepts. occupational analysis, worker trait group, task statement, task inventory, general knowledge concept, and career ladder.

SECTION 1.3, "General Job Description: Social Service Aide," provides a comprehensive overview of the career field, descriptions of the type of work performed at the entry level, employment forecasts, and other important social service career information.

SECTION 1.4, "Inventory of Job Tasks," presents a performance-based listing of social service job tasks at the entry, intermediate, and advanced levels. The tasks represent the significant learner outcomes of the training program; they are the core materials upon which curriculum development efforts can be based.

SECTION 1.5, "Inventory of General Knowledge Concepts," describes the important attitudes and values inherent to social service. These concepts form the academic grounding for effective performance of the social service job tasks.

SECTION 1.6, "How to Develop Learning Activity Packages," explains a method for developing learning activity packages from the performance-based tasks and the knowledge-based concepts. Two sample learning activity packages are presented in this section: one based on a task and one based on a general knowledge concept.

SECTION 1.7, "How to Select an Instructional Method," describes the uses, advantages, and disadvantages of eight of the most commonly used instructional methods and the factors involved in selecting the most appropriate method for a given learning situation.

SECTION 1.8, "Teaching-Learning Resources for the Instructor," provides the instructor with a variety of instructional resources and references for use in social service curriculum and instructional development efforts.

SECTION 1.9, "Selected Teaching-Learning Activities," lists activities that can be used when developing learning activity packages.

PART TWO: GUIDE FOR STUDENT SELECTION AND PLACEMENT IN THE TRAINING PROGRAM

SECTION 2.1, "How to Use Part Two of the Guide," offers the school guidance counselor a step-by-step method for using Sections 2.1–2.7.

SECTION 2.2, "Career Guidance for Social Service Occupations," provides a theoretical framework for guidance activities in the social service training program and describes the General Aptitude Test Battery which can be used for student selection and placement.

SECTION 2.3, "Qualifications Profile for the Entry-Level Social Service Aide," presents a composite profile of the entry-level worker and is based on four major worker trait groups from the Dictionary of Occupational Titles.

SECTION 2.4, "The Advanced General Education Program," lists the instructional units contained in a widely used remediation program.

SECTION 2.5, "Worker Trait Codification System," is excerpted from the Dictionary of Occupational Titles and provides an explanation of all the knowledge, aptitude, and interest levels associated with worker trait groups.

SECTION 2.6, "Related Jobs at Entry, Intermediate, and Advanced Levels," is included in the guide to suggest the job and career mobility that results from training as a social service aide.

SECTION 2.7, "Related Jobs by Worker Trait Group," presents job titles organized by the four major worker trait groups associated with social service work.

PART ONE

GUIDE FOR CURRICULUM AND INSTRUCTIONAL DEVELOPMENT

SECTION 1.1
How to Use Part One of the Guide

Part One of the guide provides tools, resources, and a step-by-step process that can be used at the local school level to develop a social service occupations training curriculum and supporting instructional activities. The steps listed below present a recommended method for using the sections in Part One of the guide. The user is encouraged to follow these steps so that the best possible use of the guide can be made.

The **Background and Review** steps provide the user with a comprehensive overview of the social service field and an explanation of the procedures used to develop the guide. The steps included in **How to Plan Your Course** offer a detailed procedure for using key sections of Part One to develop an up-to-date, job-related curriculum in the social service field. The steps under **How to Develop Instructional Units** build on the course-planning steps and provide useful models for the development of learning activity packages which are responsive to local needs. The **Student Selection and Placement** steps offer suggestions to the instructor for coordinating course development activities with the student selection and placement activities of the school guidance counselor.

BACKGROUND AND REVIEW

STEP 1: Review how the guide was developed. Read Section 1.2, "How the Guide Was Developed," to gain a thorough understanding of the structure and development of the guide and to become familiar with these key concepts and terms: occupational analysis, worker trait group, task statement, task inventory, general knowledge concept, and career ladder.

STEP 2: Review the information on the social service career field. Read Section 1.3, "General Job Description: Social Service Aide," for an overview of the career field, descriptions of the type of work performed at the entry level, employment forecasts, and other important social service career information.

STEP 3: Review the Inventory of Job Tasks. Study Section 1.4, "Inventory of Job Tasks," to gain another perspective on the career field. This section presents a performance-based listing of social service job tasks at the entry, intermediate, and advanced levels. These tasks represent the significant learner outcomes of the training program; they are the core materials upon which curriculum development efforts can be based.

STEP 4: Review the Inventory of General Knowledge Concepts. Study Section 1.5, "Inventory of General Knowledge Concepts," to become familiar with the knowledge-based concepts that support the performance-based tasks.

HOW TO PLAN YOUR COURSE

STEP 1: Examine each entry-level task. The entry-level tasks form the building blocks of a performance-based curriculum. Consider what is meant by each task statement listed in the Inventory of Job Tasks (Section 1.4), how it differs from other task statements in the inventory, and how it relates to: the needs of your student population; the educational priorities of your school; the facilities, equipment, and instructional materials available; and the time available for instruction.

STEP 2: Rank the tasks in the order of their importance. Keeping in mind the educational priorities, needs, and resources of your school

and students, rank all the entry-level tasks in the order of their importance. Your first efforts should be to divide the tasks into more manageable clusters, such as: 1 = most important, 2 = average importance, and 3 = less important. Then, rank the tasks within each of these clusters. The end result of this effort is a ranked list of task statements ranging from most important to least important with regard to your educational priorities, needs, and resources. If several people are involved in course planning, their ranking of the tasks should be done independently.

STEP 3: Independently rerank the tasks. After a short period of time has elapsed (one or two weeks), all of the people who ranked tasks should repeat Steps 1 and 2. Do not refer to your initial rankings during this step.

STEP 4: Resolve any differences in the task rankings. In order to improve the reliability of the rankings, resolve any differences through group discussions among the rankers and a re-examination of the tasks.

STEP 5: Review your ranked entry-level task list. For the finalized, ranked list of tasks, determine if you have a manageable number of tasks to teach in the time allotted for the training program. Drop the lowest ranked tasks until a manageable number of tasks is reached.

STEP 6: Sequence your entry-level task list. Sequence the tasks in the approximate order in which they will be taught. (The sequence may be slightly altered when you begin developing instructional units based on the tasks.) There are two basic ways to sequence tasks: one is based on the order in which the tasks are performed on the job, and the other is based on a building block concept. These two methods are described in more detail below. In actual practice, both sequencing methods have their place in course development. Deciding which method to use will depend on the content and performance required in a particular task or group of tasks.

- Method 1: Job Performance Order. This method provides the student with training in performing a group of tasks as they actually would be performed on the job. The sequence may be determined through employer interviews, the establishment of an occupational advisory committee, or collaboration with local training directors or supervisors.

- Method 2: Building Block Learning. The building block method means that the initial, prerequisite skills and knowledge taught serve as basic building blocks for subsequent instruction. In general, a student should progress from the simple to the complex, from the familiar to the unfamiliar, and from the concrete to the abstract. Easily learned tasks or broad concepts that have application throughout the course should be placed at the beginning of the course. Similarly, more complex tasks that depend on the mastery of several simpler tasks should be placed near the end of the course.

STEP 7: Select general knowledge concepts for course content. The general knowledge concepts (Section 1.5) correspond to the important attitudes and values inherent to social service. They form the academic grounding for effective performance of the social service job tasks. Since the general knowledge concepts relate to topics that may be taught in academic courses such as sociology, psychology, and English, you may want to coordinate your selection of concepts with teachers of those courses.

STEP 8: Develop additional general knowledge concepts. Add your own concepts to those selected. This list of concepts supports the task list you developed in previous steps. When you have completed this step you will have two lists: (1) a sequenced list of performance-based entry-level tasks and (2) a list of general knowledge concepts which describe the academic grounding for effective performance of the tasks. These two lists form the content of your course.

STEP 9: Insert the general knowledge concepts into your course sequence. In Step 6 above you determined the approximate order in which the tasks will be taught in the course. Now, place the general knowledge concepts into that sequence so that they support the learning of the tasks.

STEP 10: Contact social service agencies in your local area. In your course planning you should acquaint local social service agency personnel with your course of studies, approach, and instructional activities. They may be able to provide some useful suggestions about involving students in cooperative education programs, volunteer projects, and field trip activities.

HOW TO DEVELOP INSTRUCTIONAL UNITS

STEP 1: Review the basic principles of learning. In Section 1.6, "How to Develop Learning Activity Packages," a list of basic learning principles is presented. Review the list to gain an understanding of these principles which support all types of learning activities. The principles may be applied to instructional units based on either the tasks or the general knowledge concepts you selected.

STEP 2: Examine the process for developing learning activity packages. Study Section 1.6 to become familiar with the process used to develop learning activity packages which utilize the performance-based tasks and the knowledge-based concepts. Section 1.6 provides two sample learning activity packages: one based on a task and one based on a general knowledge concept.

STEP 3: Develop your own learning activity packages. Design your own packages based on the process described in Section 1.6. Blank worksheets are provided at the end of Section 1.6 for this purpose.

STEP 4: Select methods of instruction and supporting activities. Use the following sections of the guide to support each learning activity package: Section 1.7, "How to Select an Instructional Method," Section 1.8, "Teaching-Learning Resources for the Instructor," and Section 1.9, "Selected Teaching-Learning Activities."

STUDENT SELECTION AND PLACEMENT

STEP 1: Review the guidance sections in Part Two of the guide. Review the sections in Part Two of the guide to gain an understanding of how the guidance activities relate to and support your curriculum and instructional development activities. It is especially important to review Section 2.3, "Qualifications Profile for the Entry-Level Social Service Aide."

STEP 2: Coordinate your efforts with the school guidance counselor. Discuss student selection and placement activities with the school guidance counselor in order to establish criteria for selection and placement of students in the training program.

SECTION 1.2
How the Guide Was Developed

The teaching guide for social service occupations represents a significant step in the development of training programs that are closely linked with employer requirements and employment opportunities. It is based on the premise that students should be trained in the actual job skills identified by social service agencies as most important for entry-level workers. Its aim is to put into the hands of educators at the local level a core of materials that can be used to develop a training program based on their needs and resources. This section of the guide describes the procedures used to develop the teaching guide and provides the background information needed for effective use of each section.

Development of the teaching guide began with the identification of a family of jobs within the social service field which were related through their required levels of performance and knowledge. Extensive use was made of the Dictionary of Occupational Titles (D.O.T.)* and related supplements in identifying job families.

The criteria used for selecting jobs that would, in effect, define the social service field included:

Broad Entry-Level Tasks. Jobs were selected which required the performance of a broad range of entry-level skills and knowledge when compared to related jobs.

Job Mobility. Jobs were selected that entailed skills and knowledge which could be applied to jobs higher on a career ladder concept beginning at the semi-skilled or entry level and proceeding upward, job by job, to the advanced level. Jobs that did not provide an opportunity for upward mobility within the career field were screened out.

Career Flexibility. Jobs in social service that encompassed skills and knowledge which could be applied to jobs outside the field were selected. This criterion reflected concern for students who might partially or entirely finish the social service occupations training program and then decide to enter another career field.

Future Employment Opportunities. Available employment forecasts were used to select jobs for inclusion in the job family for which there was an anticipated need nationwide.

Training Time Requirements. Jobs were selected for which entry-level training could be completed within a two-year program.

Training Flexibility. Jobs were screened in terms of their projected training cost, support requirements, and facilities required.

After this composite picture of the social service field had been produced by defining a representative family of jobs, title jobs were selected to represent the job family at the entry, intermediate, and advanced levels of performance. Encompassing the broadest range of skills and knowledge within the job family, the title jobs chosen were: social service aide (entry level), social service representative (intermediate level), and advanced social service representative (advanced level).

The next step involved generating a list of tasks and general knowledge concepts to represent the basic skills and knowledge required of the entry-level worker (social service aide). This step was based on a careful analysis of the D.O.T., employer interviews, and an evaluation of existing inventories of social service occupations tasks and general knowledge concepts. The inventories appearing in this guide are the result of

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* U.S. Department of Labor. Dictionary of Occupational Titles (Vol. 1, Definition of Titles; Vol. 2, Occupational Classification) (3rd ed.). Washington, D.C.: U.S. Government Printing Office, 1965.

the identification of four major worker trait groups from the D.O.T. (Counseling and Guidance, Information Gathering, Corresponding, and Information Giving) and the matching of entry-level tasks and concepts to these categories (see Section 2.3).

Through an examination of existing social service curricula it was found that nearly all were heavily oriented toward the behavioral sciences. However, when the job of social service aide was defined through employer interviews and an analysis of actual job requirements, it was found that the tasks related to behaviorally oriented course content accounted for only about 20% of the total number of tasks performed. On the other hand, skill in interviewing, corresponding, gathering, verifying, and dispensing information were equally important and in many agencies more important to successful performance.

In support of the entry-level inventories, task statements were compiled and evaluated at the intermediate and advanced levels. The higher-level task inventories indicate the competencies and knowledge required as the worker progresses up the career ladder. All three task inventories (entry, intermediate, and advanced) are conceived as a core of job performance skills which can be adapted to local educational needs and available school resources.

The final task and general knowledge concept inventories in Sections 1.4 and 1.5 are the bases from which the other sections of the guide were developed: the general job description, the recommended methodology for creating learning activity packages, and the strategies and diagnostic tools available for placing students in the social service training program.

The methodology used in developing the teaching guide has several important implications for curriculum development efforts. First is the close link established between curriculum intent and instructional practice. If the recommended procedures for developing learning activity packages are followed, the relevance of the instructional content is guaranteed since the occupational analysis produced only the essential, as opposed to the "nice-to-know," tasks and concepts required for acceptable job performance. No matter which tasks and general knowledge concepts the instructor selects from the inventories, the resulting curriculum content relates to the capabilities derived from the occupational analysis.

Second, since the analysis produced many more tasks than a two-year curriculum could logically utilize, the final set of instructional units is determined at the local level by the instructor, who is in the best position to make such decisions. The instructor's selection of tasks and general knowledge concepts from the inventories is made on the basis of identified local employment opportunities, students' needs, and resources available. Consequently, the teaching guide represents a flexible set of materials that can be revised and updated in response to the changing requirements of the social service field.

SECTION 1.3
General Job Description: Social Service Aide

The General Job Description provides instructors, career guidance counselors and students with a comprehensive introduction to the entry-level job of social service aide. The information contained in this section* includes an overview of the career field, specific descriptions of the type of work done by the social service aide, the kinds of institutions and agencies most likely to employ such aides, training requirements, employment forecasts, expected earnings, working conditions and sources of additional social service career information.

NATURE OF THE WORK

Social service or **social welfare aides** enable social service agencies to help greater numbers of people by freeing professional social workers and rehabilitation counselors from many routine duties. Most social service aides work under the close guidance and supervision of social workers or counselors. Social service aides serve as a link between professional social workers or rehabilitation counselors and people who seek help from social agencies by welcoming visitors and learning the nature of their problems. Aides explain the services and facilities of the agency and help new applicants fill out eligibility forms. In some welfare agencies, aides visit applicants' homes, interview friends and relatives, and check documents such as marriage licenses or birth certificates to determine an individual's or family's eligibility for public assistance.

Much of the routine paperwork required in welfare programs is done by social service aides. They may keep fact sheets on clients up to date, maintain a filing system of reports or a control system for periodic case reviews, and fill out school enrollment, employment, medical, and compensation forms.

Aides usually referred to as **casework aides** or **assistants** may work directly with clients. They may help clients locate and obtain adequate housing, find jobs, or counsel parents about their children's dress and appearance. Casework aides serve as advocates for clients by going with them to clinics to insure that they receive needed medical care or by helping them effectively communicate their needs to institutions that provide educational or welfare services.

Homemaker aides help people improve their skill in shopping, cleaning, sewing, budgeting, family health and hygiene, child care, and meal planning and preparation. They are assigned to a home for one or more days a week, or instruct groups of people at a community center. An important part of the homemaker aide's work is the actual demonstration of homemaker skills. Stressing the importance of regularity and routine in the home, they set up a schedule of weekly activities. In addition to teaching domestic skills, some homemaker aides also help people obtain needed social services.

Social service aides may help care for children of working parents at child development facilities. Aides also may transport elderly and handicapped people who are not institutionalized to clinics for medical checkups or to stores to purchase food, clothes, and other necessities.

Some outreach workers called **neighborhood workers** personally contact the residents of an area to explain and discuss agency services. They learn the needs of individuals and families and refer routine cases to a counselor or to the

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*This section has been excerpted from the Occupational Outlook Handbook (1974-75 Edition), U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 1785.

appropriate community service agency. They report more difficult cases to a supervisor.

Employment aides, another type of outreach worker, actively seek out the disadvantaged and help prepare them for employment through special training and counseling.

Apart from these specific duties, the single most useful function of the social service aide is to be a friendly listener who is available when needed to offer encouragement and counsel.

PLACES OF EMPLOYMENT

About 100,000 people worked as social service aides in 1972; about four out of five were women. Most aides work in the inner-cities of large metropolitan areas. More than half of the social service aides work for government departments and agencies, primarily on the state and local levels. They work for community and neighborhood organizations and centers, welfare and social service agencies, residential welfare facilities for children or adults, and rehabilitation agencies serving the blind, disabled, and otherwise disadvantaged.

TRAINING, OTHER QUALIFICATIONS AND ADVANCEMENT

Graduation from high school generally is not required for social service aide jobs. However, the trend in the occupation is toward upgrading personnel qualifications; it is expected that formal training at the vocational/technical school level will become a prerequisite for employment in the better-paying jobs.

People seeking jobs as social service aides should have the basic ability to get along well with people, work especially toward increasing their awareness of the disadvantaged population, and be able to work as part of a team. They should be tactful, courteous, and possess leadership qualities.

Most employers emphasize the development of career ladders with opportunities for advancement through a combination of on-the-job training, work experience, and further education. Aides usually are trained on the job from one to several months. Those without high school diplomas often receive classroom instruction to help them pass a high school equivalency examination. Entry-level positions as employment aides have the potential of leading to a job as an employment interviewer and, after special training, as an employment counselor.

EMPLOYMENT OUTLOOK

Employment of social service aides is expected to grow very rapidly through the mid-1980s. Many opportunities are expected for part-time work. Increased employment in this field will stem from population growth, coupled with this country's continuing commitment to aid those who are disadvantaged, disabled, or unable to care for themselves. Openings also will be created from the need to replace aides who die, retire, or transfer to other jobs. As social welfare services and programs expand, social service aides increasingly will be used for work which is more routine and holds less responsibility than that done by professional personnel.

EARNINGS AND WORKING CONDITIONS

In 1972, the last year for which information is available, social service aides earned salaries ranging from $5,000 to $8,000 a year. This salary range was above average for occupations hiring employees of comparable education and training. The federal government paid beginning social service aides salaries ranging from $4,798 to $6,128 depending upon their education and prior work experience; experienced aides earned as much as $12,373. Many aides work part-time and earn less.

Although they work much of the time in offices of social service agencies, aides may frequently visit the homes of clients or offices of other social service agencies, hospitals, and business establishments. Since some clients cannot be

reached during the regular work day, aides often must work evenings or weekends.

SOURCES OF ADDITIONAL INFORMATION

Information on the requirements for social service aide jobs is available from city, county, or state departments of welfare or social service, community or neighborhood development agencies, and local offices of the Illinois State Employment Service.

A variety of federal agencies have assigned job designation codes to the position of social service aide. These codes are commonly used by federal, state, and local governments as well as by private social service agencies, businesses, and industry. When requesting career information from either private or governmental sources, use these code numbers:

U.S. Civil Service Designation: GS-186

U.S. Department of Labor (D.O.T.) Designations: 195.108, 195.208, 195.228, 195.368

Standard Industrial Classification Manual Designation: 8321

SECTION 1.4
Inventory of Job Tasks

This section of the guide presents the lists of tasks, or task inventories, for social service work at the entry, intermediate, and advanced levels. These tasks represent the significant learner outcomes of the training program and thus are the core materials upon which curriculum and instructional development efforts can be based.

Preceding each inventory is a brief overview of the title job for that particular level: entry level (social service aide), intermediate level (social service representative), and advanced level (advanced social service representative). The tasks at the entry level are further categorized according to the four worker trait groups* associated with social service work: Worker Trait Group 1, Counseling and Guidance Tasks; Worker Trait Group 2, Information-Gathering Tasks; Worker Trait Group 3, Corresponding and Related Tasks; and Worker Trait Group 4, Information-Giving Tasks. Summaries of typical work performed and common worker requirements accompany each worker trait group's task inventory.

The letter and number codes preceding each task statement are for identification purposes only. They should not be interpreted as sequential steps or rankings of the tasks by importance. Abbreviations used are: E = entry-level tasks, I = intermediate-level tasks, A = advanced-level tasks.

The three-digit numbers following the worker trait group titles at the entry level [e.g., Counseling and Guidance Tasks (.108; .208)] indicate the worker's required level of competence in working with data, people, and things. Sections 2.3 and 2.5 of this guide and the Dictionary of Occupational Titles provide additional information about and detailed explanations of the data—people—things numbering scale. Section 2.3 also provides a qualifications profile of the knowledge, aptitudes, interests, and temperaments required to perform these tasks successfully at the entry level.

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* Worker traits are the abilities, personal traits, and individual characteristics necessary for a worker to achieve average successful job performance. See Section 1.2 for a description of how the tasks and four worker trait groups were selected for the social service field.

TASK INVENTORY FOR ENTRY-LEVEL TITLE JOB: SOCIAL SERVICE AIDE

This title job covers nonprofessional positions in support of higher-level staff who provide counseling, guidance, and related social assistance services. Responsibilities at this level involve interacting with individuals or families in the community, establishing and maintaining community contacts, working with and providing leadership for a group of residents in a facility, giving unemployed adults information and assistance on community job training or employment opportunities, and performing related office support duties. Social service aides work in and out of the social service office, with outside work involving client contacts and community organization contacts.

The social service aide is required to communicate effectively with others, work constructively in group situations, apply practical knowledge of program requirements and procedures, and possess a practical understanding of some counseling methods and techniques.

WORKER TRAIT GROUP 1:
COUNSELING AND GUIDANCE TASKS (.108; .208)

Work Performed. Work activities in this group of tasks primarily involve assisting in counseling individuals or groups on solving occupational, educational, personal, or social problems. Typical situations include assisting prison parolees in gaining employment and adjusting to society; counseling frustrated or unhappy workers or job-seekers in their search for more fulfilling work; and assisting troubled individuals or families in normal social adjustment and development.

Worker Requirements. A combination of the following is required of the worker at the entry level: sympathetic attitude toward the welfare of others; verbal facility to relate to people at all levels; capacity to absorb training and apply knowledge to the solution of diverse problems; organizational ability in assisting in the planning and directing of guidance programs; tact, poise, and general demeanor that tends to inspire confidence and esteem.

TASK STATEMENTS

E1.01 Act as expediter in securing social and medical services, including such concrete services as transportation, helping to fill out forms, helping to arrange child care, etc.

E1.02 Act on plan to help client with problem.

E1.03 Arrange for family to receive emergency food.

E1.04 Assist client in social functioning related to activities of daily living.

E1.05 Assist in the operation of clinics.

E1.06 Assist in the organization of community guidance and resource programs.

E1.07 Communicate feeling of concern, trust, and confidence to client and his/her family.

E1.08 Conduct outreach activities for clients such as prisoners and the physically disabled who are unable to come to the agency for service.

E1.09 Conduct outreach visits in community to identify people with problems and motivate them to seek help from agency.

E1.10 Counsel and coach with individuals or small groups regarding specific behaviors.

E1.11 Educate small client groups in daily living skills.

E1.12 Educate small client groups in orientation programs.

E1.13 Evaluate client's problem enough to make referral or to make simple adjustment.

E1.14 Evaluate client's strengths and weaknesses in order to facilitate his or her participation in agency activities.

E1.15 Give practical advice to client on everyday problems of social adjustment.

E1.16 Guide client's family in assistance to client.

E1.17 Help clients (particularly those recently discharged from institutions) with home management skills such as child care, cooking, cleaning, and shopping.

E1.18 Help client find employment.

E1.19 Help client to solve social problems by making appointments and alerting agency to the referral.

E1.20 Help families and small groups know how to go about getting services.

E1.21 Help in recruitment of volunteers.

E1.22 Observe client to help define problem.

E1.23 Participate, under supervision, as coworker in casework with other social service workers.

E1.24 Participate, under supervision, as member of a rehabilitation team.

E1.25 Perform, under direction, miscellaneous duties in connection with the provision of social services.

E1.26 Plan for meals, personal care services, getting clients to services, etc., for a small group of clients.

E1.27 Provide role model for clients and groups.

E1.28 Provide transportation to clients.

E1.29 Take care of children when parents meet with social worker.

E1.30 Talk to child to evaluate child's initial impressions and perceptions of problems.

E1.31 Work with families at home or in offices to help implement services, interpret laws, agency policies, and regulations.

E1.32 Work with neighborhood workers, local caretakers, and community agencies regarding problems of clients.

WORKER TRAIT GROUP 2:
INFORMATION-GATHERING TASKS (.368)

Work Performed. Work activities in this group of tasks primarily involve collecting information and checking it for accuracy or consistency. Carrying out prescribed actions in relation to the information occasionally is involved. The information usually is obtained or verified by personal or telephone interview or by observation. The performance of clerical tasks, such as recordkeeping, is frequently involved.

Worker Requirements. A combination of the following is required of the worker at the entry level: verbal facility and the ability to relate to people in order to tactfully acquire information and create a good impression; attention to detail in reviewing records and avoiding errors; numerical ability for situations involving accounts and other numerical records; and a liking for public contact work.

TASK STATEMENTS

E2.01 Assist client in obtaining necessary records and/or documents.

E2.02 Attend community meetings as representative of agency.

E2.03 Collect specific case information from individuals and families served and from other neighborhood sources for use of the supervisor.

E2.04 Conduct, under supervision, survey to determine needs of the local community.

E2.05 Detect basic needs of client.

E2.06 Do outreach to follow up clients and assure that they are progressing with their rehabilitation in the community.

E2.07 Gather and compile information through informal contacts or formal surveys on community needs, ethnic distribution, knowledge of community resources, etc.

E2.08 Gather information and provide it to clients and appropriate local agencies.

E2.09 Help client find appropriate social outlets (clubs, churches, and others).

E2.10 Identify community resources available to client.

E2.11 Interview client and gather data.

E2.12 Interview client to determine problem related to activities of daily living.

E2.13 Interview client to obtain basic family, medical, or financial information.

E2.14 Know community assistance services that are available.

E2.15 Learn where and how emergency services can be secured (in own agency and in the community).

E2.16 Listen to client explain problem.

E2.17 Make home visits to follow up on broken appointments, gather routine information, or observe environment or family situation.

E2.18 Observe and report needs of neighborhood.

E2.19 Observe behavior and appearance of individuals and conditions relating to families as a whole; report to supervisor.

E2.20 Observe needs of clients with special needs.

E2.21 Obtain a history from client or family member.

E2.22 Participate in agency fund-raising activities.

E2.23 Reach out to work with small neighborhood groups for detection and understanding of basic problems related to activities of daily living.

E2.24 Report to and discuss with supervisor problems of clients and conditions found in institutions.

E2.25 Secure client's records.

E2.26 Take initial application for service.

WORKER TRAIT GROUP 3: CORRESPONDING AND RELATED TASKS (.288; .388)

Work Performed. Work activities in this group of tasks primarily involve preparing correspondence, reports, forms, and other documents and examining, editing, and recording verbal information or written material.

Worker Requirements. A combination of the following is required of the worker at the entry level: a good vocabulary and facility with language; attention to detail; application of precise standards, techniques, and mechanics of good grammar, spelling, and punctuation; and ability to organize data in logical sequence when composing correspondence and other material.

TASK STATEMENTS

E3.01 Assist in production of bilingual booklet for non-English-speaking clients.

E3.02 Contact appropriate agencies to secure and use resources to help client.

E3.03 Contact community and city-wide agencies on behalf of client.

E3.04 Expedite obtaining services for clients (fill out forms, get medications, provide and arrange transportation).

E3.05 Fill out agency fact sheet with information supplied by client or family member.

E3.06 Fill out agency forms.

E3.07 Fill out statistical forms.

E3.08 Follow procedures, reports, and forms prescribed by the agency.

E3.09 Follow through to assure that program participants meet their commitments.

E3.10 Keep accurate records of contact with families and services rendered.

E3.11 Keep necessary records and learn departmental and clinic procedures.

E3.12 Maintain case files, referral directories, and information on community resources and similar office work pertaining to the social work program.

E3.13 Make contacts with potential clients and provide materials describing agency services and requirements for participation.

E3.14 Make routine phone calls.

E3.15 Make source contacts in the community to obtain their cooperation in the program.

E3.16 Obtain periodic progress information for use of the supervisor during job training or early employment periods.

E3.17 Read or write letters or other written materials for clients who are unable to read or write.

E3.18 Record case material for agency files.

E3.19 Score tests administered to clients.

E3.20 Take staff meeting minutes.

E3.21 Write up a work contract with client.

E3.22 Write up results of interview with client and discuss results with supervisor.

WORKER TRAIT GROUP 4:
INFORMATION-GIVING TASKS (.168; .268)

Work Performed. Work activities in this group of tasks primarily involve making information available to interested individuals or groups; dispensing information in response to or in anticipation of direct or indirect inquiries; and dispensing information related to the correct interpretation of agency or governmental rules and regulations.

Worker Requirements. A combination of the following is required of the worker at the entry level: verbal facility to converse with people at varied levels; ability to deal tactfully with people to put them at ease and gain their confidence in answering inquiries; numerical ability and clerical perception to avoid errors in recordkeeping and referral to written matter; ability to reason analytically and organize facts when asking and answering questions; and a neat appearance, poise, and composure.

TASK STATEMENTS

E4.01 Act as information and referral person concerning community resources.

E4.02 Act as language interpreter for non-English-speaking client.

E4.03 Assist client in adjusting to new or present housing situation.

E4.04 Assist client in finding housing.

E4.05 Assist client in observing rules and procedures of agency.

E4.06 Assist in developing community resources (employment, recreation, etc.).

E4.07 Attend seminars and training sessions in order to gain new knowledge and understanding.

E4.08 Conduct intake evaluation and make "routine" decisions.

E4.09 Contribute to social change efforts on a local basis.

E4.10 Convey community cultural patterns/attitudes to agency professional staff.

E4.11 Encourage clients to use community resources.

E4.12 Establish and maintain contact with disadvantaged persons in the com munity and encourage them to seek service.

E4.13 Explain the nature of services available and eligibility requirements agency procedures to a client or potential client.

E4.14 Give simple instructions to client on daily living skills.

E4.15 Help client plan and prepare to move to new housing.

E4.16 Interpret program to client and his/her family.

E4.17 Participate in staff meetings.

E4.18 Provide community and public information to client.

E4.19 Provide information regarding basic family planning to client.

E4.20 Provide referral information on community resources.

E4.21 Recruit children for community programs, such as Head Start, recreation programs, or summer camp.

E4.22 Work with local workers (police, public health nurses, clergy) to include social service information in local plans.

TASK INVENTORY FOR INTERMEDIATE-LEVEL TITLE JOB: SOCIAL SERVICE REPRESENTATIVE

The work done by the social service representative usually is limited to problems that do not require the application of extensive knowledge of the behavioral sciences or professional social work methods. While a broad understanding of sociological and psychological concepts is important, a working knowledge of politics, bureaucracies, and local governments is equally important to the social service representative.

The social service representative has a direct responsibility for providing assistance and services on a regular, continuing basis to clients and the community. This work involves such functions as obtaining selected background information through interviews and home visits, establishing eligibility for use of agency resources, helping individuals identify needs that are related to the agency's services, explaining and encouraging the use of agency and community resources as a means of dealing with identified client problems, and referring clients to appropriate sources of additional help. These functions may be performed either in conjunction with professional social workers or independently in conformity with agency standards and procedures.

The social service representative's work is distinguishable from that of the social service aide in two main ways: the nature and range of assigned cases is broader and more complex, and the responsibility for making decisions involves more independence and authority. When a case is assigned to a social service representative, the purpose of the service is to assist the client in finding solutions to overt needs. If the client's problems seem to be interfering with his or her ability to make use of the help available, professional case work may be indicated and the social service representative is expected to make the necessary arrangements for such professional assistance.

INTERMEDIATE-LEVEL TASK STATEMENTS

I1 Act as cultural and linguistic interpreter between agency and client.

I2 Act as liaison with other community agencies.

I3 Act as member of child-care treatment team.

I4 Act as member of interdisciplinary team (e.g., nurses, teachers, vocational rehabilitation workers, social workers) who are planning for local community needs.

I5 Act as parent surrogate (learn and use parenting functions including emotional support and love, teaching, helping children to achieve acceptable behavior according to social norms).

I6 Act as team member in case conferences of local agencies and caretakers which focus on helping specific individuals, families, or groups.

I7 Administer client screening tests and provide some interpretation of results.

I8 Administer intermediate programs (geriatric service, sheltered workshop).

I9 Analyze and assess client's problem and how it can be solved.

I10 Analyze extent of family problems for supervisor or consultant to determine appropriate assistance.

I11 Answer inquiries from public concerning available services.

I12 Assess and refer clients for emergency care during family crisis.

I13 Assess client who may be in need of protective services (with help of supervisor).

I14 Assist family in money management through budgeting, consumer education, etc.

I15 Assist individuals and groups in poverty areas in recognizing home, family, or community conditions contributing to problems of health or social adjustment and in making plans toward their correction.

I16 Assist in establishing and promoting social rehabilitation programs.

I17 Assist in the gathering, analyzing, and synthesizing of agency data.

I18 Assist in the preparation of teaching materials.

I19 Assist in the presentation of agency workshops.

120 Attend board and staff meetings.

121 Attend seminars and training sessions available in the agency and the community.

122 Carry out behavior modification activities.

123 Coach/teach concerning activities of daily living, vocational attitudes, orientation problems, etc.

124 Compile records and statistics regarding agency services.

125 Conduct case study of clients.

126 Conduct group meetings with clients concerning problems, opportunities, adjustment to community.

127 Counsel client concerning alternate methods to deal with problems.

128 Determine eligibility of client for social services.

129 Determine steps necessary to get a desired result from a social service agency.

130 Direct therapeutic recreation programs.

131 Engage in community relations activities to interpret agency's functions to community.

132 Evaluate group programs to determine relevancy to members.

133 Evaluate local and neighborhood problems.

134 Evaluate with agency staff and/or outside consultant the client's needs and appropriate rehabilitation services.

135 Expedite and follow through on client requests and needs.

136 Expedite changes in local rules and regulations affecting the provision of social services.

137 Explain, demonstrate, and act as role model for client.

138 Facilitate communication between the agency and the community by clarifying agency programs to community.

139 Follow up client who has failed to return to agency or clinic for treatment.

140 Give emotional and psychological support to client concerning social/medical problems.

141 Help others to understand basic client problems and society's problems related to areas of actual daily living.

142 Identify problems in providing service and try to solve these problems or refer them to supervisors for solution.

143 Initiate group discussion to identify group activity interest and motivation sources.

144 Interview client to determine problem.

145 Involve parents in planning for care of children with special needs.

146 Keep records of client needs observed and of requests of client which could not be met, or which could be only partially met.

147 Locate, advise, and refer client to neighborhood social, recreational, or educational resources.

148 Locate other social service resources in the community.

149 Make social and vocational diagnoses and plan for groups and programs.

150 Monitor clients' work assignments.

151 Organize local community in community-action programs with help of supervisor and other staff.

152 Participate in fund-raising activities.

153 Participate in local planning; serve on boards and committees of recreation, aging, rehabilitation programs.

154 Participate in proposal-writing activities.

155 Participate in role-playing and psychodrama activities.

156 Plan and organize intermediate programs.

157 Prepare written or oral reports on contacts with clients or with community residents.

158 Promote agency programs.

159 Provide information to individuals and groups.

160 Reach out to offer and explain services to prisoners, physically disabled, and others who cannot or will not come to agency.

161 Reassure client concerning the services he or she is receiving.

162 Recognize client's needs for concrete services and act upon these needs (housing, clothes, medical care, transportation).

163 Recognize needs for emergency help and act upon these needs (family crisis, eviction, medical problem).

164 Recruit volunteers for community fund-raising activities.

165 Secure information for client referral to a protective service agency or to court.

166 Seek cooperation of own agency in securing further client data and in planning how to meet client needs on a preventive level.

167 Supervise and counsel clients recently discharged from institutions.

168 Talk with parents regarding their child's progress in program.

169 Teach or instruct clients or groups of persons.

170 Work with industry to create jobs for mentally ill, retarded, handicapped, and other clients with special needs.

171 Work with other community agencies and workers (neighborhood centers, health clinics, etc.) regarding client problems.

TASK INVENTORY FOR ADVANCED-LEVEL TITLE JOB: ADVANCED SOCIAL SERVICE REPRESENTATIVE

The social service representative functioning at an advanced level works with considerable independence in providing assistance and service in a wide range of cases. Positions are typically characterized by an overall responsibility for decisions affecting more difficult, specialized cases which would not be assigned to lower-level agency personnel.

The worker at this level takes the initiative in providing assistance and service. His or her judgment is relied upon to plan programs of assistance and service for individuals and families, make continuing appraisals of progress or plans, give sustained help and encouragement, and evaluate changes in the family's or individual's situation that may affect assistance planning. Supervision is received mainly through a regular review of reports and through periodic discussions of progress on assigned cases.

ADVANCED-LEVEL TASK STATEMENTS

A1 Act as advocate for clients.

A2 Act as bridge to help community and agency groups understand the social environment of clients and social welfare needs.

A3 Act as liaison worker between client, agency, and community.

A4 Administer major programs (state, city, county, personnel, budget, facilities).

A5 Administer student field work placement training programs.

A6 Analyze and evaluate agency programs.

A7 Arrange and negotiate for services with local agencies for small groups of clients (e.g., parent groups for handicapped children).

A8 Arrange for local agencies to serve the retarded, juvenile offenders, ex-hospital patients, and other clients with special needs.

A9 Assist client to meet crises.

A10 Assist client who has obvious needs, but has not asked for help, to be aware of services and to apply for assistance.

A11 Assist client with legal restorations.

A12 Attend leadership or administrator's meetings.

A13 Attend to clues presented by client and his/her environment, such as need for emergency help, need for support and encouragement, for coaching or for action regarding environment (e.g., rent problems, educational problems).

A14 Complete performance evaluations of employees.

A15 Conduct interviews for hiring of personnel.

A16 Conduct public information programs.

A17 Conduct research or studies of agency programs.

A18 Consult with other major agencies regarding community needs and programs.

A19 Determine the appropriateness of referrals from other agencies.

A20 Develop job descriptions for agency staff.

A21 Develop suitable child placement resources, such as foster homes or adoption homes.

A22 Devise and direct use of records, reports, and other agency materials.

A23 Direct the preparation of teaching materials.

A24 Evaluate and devise plan to help client and problem.

A25 Evaluate and diagnose difficult or complex cases.

A26 Evaluate and diagnose specialized problems (medical tests, psychological testing, etc.).

A27 Evaluate community, state, or agency problems.

A28 Explain and demonstrate new patterns of behavior.

A29 Explore with client's family present problems, possible causes, and possible solutions.

A30 Follow through on referrals to other departments or agencies and determine that services are actually provided.

A31 Help client diagnose problem on which he/she wants to work.

A32 Help client recognize pressures influencing his/her behavior.

A33 Help client set and reach goals.

A34 Identify clients with problems so that they can be included in special programs.

A35 Interpret agency services to other professionals.

A36 Interpret diagnosis and result of child evaluation to parents.

A37 Interpret medical recommendations and follow-up care to family to support patient care program.

A38 Lead group in discussion of personal problems.

A39 Lead small groups and help them to function (e.g., learn rules of procedure, deal with individual problems, deal with interpersonal problems).

A40 Make court appearances in connection with casework.

A41 Make referrals to clinics: medical, child guidance, mental health.

A42 Motivate client toward new behavior.

A43 Organize a community in behalf of disadvantaged citizens.

A44 Organize a meeting to involve the community in developing a recreation program for the community.

A45 Organize and promote major programs and resources in the city, county, and state.

A46 Participate in agency budgeting process.

A47 Participate in family therapy.

A48 Participate in plan therapy.

A49 Participate in proposal-writing and agency funding activities.

A50 Participate in the development of social service agency manual.

A51 Participate in the implementation of affirmative action plans.

A52 Prepare regular reports on agency programs for board or supervisor.

A53 Prescribe and design behavior modification programs.

A54 Present case material to staff.

A55 Promote changes in laws, rules and regulations affecting provision of social services.

A56 Provide client with role model for new behavior to help client learn by observation, repetition, rehearsing, etc.

A57 Provide liaison with other major private and governmental agencies and institutions.

A58 Reach out to major agencies, industries, etc., to help them identify, analyze, and solve psycho-social problems (e.g., alcoholism, absenteeism).

A59 Refer client to appropriate training program placement service center, community resource agency, or counseling treatment center.

A60 Resolve disputes within groups through discussion of conflict and feelings involved.

A61 Review client cases of staff member under his/her supervision.

A62 Review statistical data submitted by staff.

A63 Secure data through interviews, conferences, or written records regarding definition of client problem and treatment.

A64 Serve as chairperson of agency committees.

A65 Serve on boards of urban renewal agencies, model cities programs, juvenile delinquency boards, etc.

A66 Set limits and deal with behavioral reactions (e.g., hospitals, group living, therapy groups).

A67 Set treatment plan for difficult cases and groups.

A68 Supervise staff development activities.

A69 Supervise staff, unit heads, and other agency personnel.

A70 Teach informal client training and education programs.

A71 Understand and develop desirable attitudes toward minority group cultures and the sociological and psychological factors influencing their behavior.

SECTION 1.5
Inventory of General Knowledge Concepts

This section of the guide presents the list of general knowledge concepts which support the performance of social service work at the entry level. The concepts are categorized according to the four worker trait groups associated with social service work: Group 1, Counseling and Guidance; Group 2, Information Gathering; Group 3, Corresponding and Related Activities; and Group 4, Information Giving.

The general knowledge concepts correspond to the important attitudes, values, and background knowledge inherent to social service. They can be used in conjunction with the tasks to develop learning activity packages (see Section 1.6). The numbers preceding each of the concepts are for identification purposes only; they should not be interpreted as sequential steps or rankings.

WORKER TRAIT GROUP 1:
COUNSELING AND GUIDANCE

1.01 Analyze various urban problems as they relate to social welfare problems.

1.02 Define the stages of human development.

1.03 Define how the social service aide can fit into a client system as a helping person.

1.04 Demonstrate an interest in looking at group behavior in an attempt to heighten self-awareness.

1.05 Demonstrate an ability to define the relationship between social service aides and community groups.

1.06 Demonstrate, at a beginning level, how to communicate verbally and non-verbally as a helping person.

1.07 Demonstrate three or more skills as a group member.

1.08 Demonstrate an understanding of some of the effects culture may have upon one's self and one's community.

1.09 Demonstrate an ability to work toward enhancing communication skills with individuals from different cultures.

1.10 Demonstrate an ability to understand that community groups must solve their own problems with the help of the social service worker.

1.11 Demonstrate an understanding of varying cultures and how the social service aide might adapt to these cultures.

1.12 Demonstrate a beginning ability to assess client problems in social functioning and decide with the client whether the problem has personal and/or societal causes.

1.13 Demonstrate in a beginning way how the social service aide can serve as an expeditor and as an advocate.

1.14 Demonstrate two or more techniques for breaking down barriers to communication.

1.15 Describe the differences between the way human behavior is judged and the way basic human nature is perceived.

1.16 Describe the physical and social needs of individuals.

1.17 Describe the roles and duties of various social service personnel.

1.18 Develop at a beginning level, in a laboratory situation, the human skills of listening to, feeling with, caring for, and understanding the problems and needs of others.

1.19 Identify the various sensitivity factors that affect an aide's relationship with a client.

1.20 Identify the roles and tasks of the social service aide in the observation and assessment of social situations.

1.21 Interact, at a beginning level, with other persons as an individual helping person.

1.22 Outline the importance of different individual assistance skills used by social service aides.

1.23 Outline the methods used in social work and the helping professions in dealing with social problems.

1.24 Use a basic understanding of human behavior to work with people more comfortably both on and off the job.

WORKER TRAIT GROUP 2: INFORMATION GATHERING

2.01 Begin to identify various factors which may affect group dynamics.

2.02 Demonstrate an ability to recognize the need for acquiring knowledge of a given community in working more effectively in a social service agency.

2.03 Describe the various functions of social service agencies.

2.04 Determine the training and promotional opportunities for entry-level positions in social service agencies.

2.05 Identify the types of problems handled in social service agencies.

2.06 Identify the ways the social service aide can use his or her knowledge of alternative procedures in helping clients.

2.07 Identify the manner in which the social service agency fits into the social system.

2.08 Identify the major procedures of a social service agency.

2.09 Identify preventive programs and services.

2.10 Identify the various types of community resources in the social service field and define their functions.

2.11 Identify the roles and tasks of the social service aide in the use of agency resources to help clients.

2.12 Identify the roles and tasks of the social service aide with respect to agency rules and regulations.

2.13 Identify the roles and tasks of the social service aide in the observation and assessment of behavior of self and of other persons.

2.14 Identify the social service aide's role as an employee in an agency.

WORKER TRAIT GROUP 3: CORRESPONDING AND RELATED ACTIVITIES

3.01 Identify the tasks related to clerical procedures of a social service agency.

3.02 Identify the procedures and specifications related to recordkeeping in a particular social service agency.

3.03 Develop the skills of composing, editing, and proofreading written materials.

WORKER TRAIT GROUP 4:
INFORMATION GIVING

4.01 Demonstrate a basic knowledge of client interviewing skills used by social service workers.

4.02 Demonstrate an ability to acquire the necessary skills to successfully conduct a community meeting.

4.03 Integrate the needs of clients of social agencies with the services rendered by these agencies.

SECTION 1.6
How to Develop Learning Activity Packages

The development of a performance-based curriculum for social service occupations is based on a method called functional job analysis (described in Section 1.2). This method of analyzing actual job requirements as defined by employers is an effective way to develop a training curriculum. With this method, a training program curriculum contains the essential skills and knowledge that an entry-level worker performs on the job and leads to the development of an instructional system that describes **what, why,** and **how** the trainee is to learn these skills and knowledge.

This section explains how to take the tasks and general knowledge concepts presented in Sections 1.4 and 1.5 and develop units of instruction, or learning activity packages (LAPs), from them. Two sample LAPs—one based on a task and one based on a general knowledge concept—are included as models that can be used to develop LAPs at the local level.

In addition to the information and sample LAPs presented here, which are specifically related to social service occupations, the instructor should refer to the series of POP (Pre-Service Occupational Program) Kits available from the Division of Vocational and Technical Education, Illinois Office of Education. The POP Kits cover such instructional planning topics as student performance objectives, domains of learning, writing sets of objectives, lesson planning, unit planning, constructing learning activity packages, and instructional materials.

Section 1.6, when used in conjunction with the POP Kits, provides the tools for building an instructional system based on the tasks, general knowledge concepts, and supplementary materials presented in this guide.

PRINCIPLES OF LEARNING

No matter what the content of a curriculum or the instructional methods used, there are several basic principles of learning that underlie the development of learning activity packages. The two sample LAPs presented later in this section are guided by these principles; it is strongly recommended that the seven principles of learning described below be kept in mind as LAPs are developed for the training program.

Optimum Step Size. Optimum step size involves the application of two concepts. First, students learn best when they are not frustrated by material that is too difficult. Second, students learn best when they are challenged beyond boredom. To apply these concepts, instruction is developed by increments, or steps, that are small enough to permit mastery without frustration but are large enough to provide meaningful challenge. Determining the optimum step size depends on several factors such as student background, intelligence, difficulty of material, and so on.

Controlled Responding. Not only is the instruction presented to the student in predetermined steps, but it also directs him or her to assume an active role by performing specific activities within each step. These activities are determined during the development of the learning activity package. It requires each student to apply what he or she learns as it is learned. This insures that the student progresses toward the learning objective. When controlled responding is built into the learning, the student becomes an active, rather than passive, participant in the learning experience.

Knowledge of Results. After responding overtly to each optimum step of instruction, the student

learns whether the response was correct or incorrect. Such knowledge of results, also known as confirmation, serves two purposes. Its primary purpose is to reinforce the learning process. When a student responds correctly and is told so, the learning of correct performance is reinforced and he or she is motivated toward further learning. Its secondary purpose is to correct wrong responses and thus prevent the student from practicing wrong performances. Without such timely knowledge of results, a student can repeat a mistake until it becomes part of his or her performance.

Controlled Pacing. In conventional instruction the training time is usually a constant factor. For example, if it has been decided that a specified amount of time will be spent on a segment of learning, then all students receive the specified amount of time regardless of differences in aptitude. We know from experience, however, that students learn at varying rates; but little provision is ever made for this obvious fact. By using LAPs, on the other hand, instruction time becomes a variable instead of a constant factor. If student self-pacing can be built into the learning situation, each student is allowed to progress at his or her own rate according to learning ability. If self-pacing is working effectively, the faster student is not held back and the slower student is not forced to rush in order to keep up. Controlled pacing confirms the learning activity package as the method that most practically achieves a balance between the needs of teaching and the requirements of learning. If individually paced learning is not practicable, then a group-paced approach can be used. In this approach, students are organized into homogeneous pacing groups so that each group can proceed at the appropriate learning rate.

Validation. Validation is the process of determining the effectiveness of instruction. It places the burden of teaching upon the system; if the students fail to achieve the objective of the learning activity package, one should assume that the instruction has failed. When such failure occurs, the instruction should be revised and restructured until the students achieve the learning objective.

Student-Centered Approach. The student-centered approach is one that incorporates all the previous principles in a comprehensive learning system. The final outcome of instruction is focused on student performance and measuring that performance. Learning is student-centered when the student has been taught through optimum steps, has been directed to respond, has been provided with knowledge of results, has progressed at his or her own rate, or within a rate appropriate to a particular homogeneous group, and when a careful analysis of the student's performance has been conducted.

Performance Analysis. The final product of a performance analysis includes: a complete, precise listing of the skills and knowledge that must be taught in order to prepare the student to master the objective; a determination of the conditions under which the student will perform; and the factors which constitute acceptable performance by the student. Performance analysis consists of a review of all performance objectives, field surveys, task observations, and any other process which yields empirical data about the actual performance the student is expected to demonstrate at the conclusion of a learning activity package. The analysis should involve only those skills and knowledge that are critical to performance of the task or achieving the objective. It should omit any material that is "nice-to-know," but not critical.

LEARNING ACTIVITY PACKAGES

The successful learning activity package is based on the comprehension, by the instructor and the student, of these four terms: objective, overview, learning experience, and summary.

The **objective** is the end result toward which student effort is directed in the package. It is stated in performance terms, which means that the student must demonstrate achievement of the performance specified. The objective states what the student should have learned at the completion of the LAP. The **overview** explains why it is important to achieve the stated objective and how it can benefit the student. The

learning experience guides the student through a step-by-step process to achieve the objective. The **summary** reviews the reason for doing the particular activity and reinforces the learning that has occurred during the LAP.

The key point of a learning activity package is, of course, the LAP's objective. The objective determines both the content and the activities of the LAP. The other components of the LAP, particularly the learning experiences, should support and satisfy the learning objective. Upon completion of the activities prescribed by the learning experiences, the student should be able to demonstrate the capability stated in the objective.

The learning experiences within the LAP should reflect the student capabilities necessary to satisfy the LAP's objective. The number of experiences and their content may vary from LAP to LAP. In fact, a given capability can, and should, be attained through different kinds of learning experiences. The instructor should be able to use various types of instructional methods (see Section 1.7) in order to provide students with appropriate learning experiences that will lead to mastery of the LAP objective.

In order to provide the student with first-hand exposure to vocational capabilities, emphasis must be placed on performance-based learning experiences—i.e., LAPs based on the tasks presented in Section 1.4. These experiences are augmented by experiences which provide a theoretical and conceptual framework around which the tasks are based—i.e., the general knowledge concepts provided in Section 1.5.

Performance-based activities permit the student to utilize both cognitive and psychomotor processes in achieving the objectives of a learning activity package. They also provide the instructor and student with the opportunity to evaluate the attainment of vocational capabilities.

Non-performance activities, to be sure, have their value; but these activities alone cannot provide the student with the capabilities which he or she will need on the job in the working world.

In addition, many students are at relatively low reading and vocabulary levels; this casts doubt on how much the student really learns through these methods. There is also a question if portions of theories, principles, or concepts are really needed by the student to achieve given capabilities at a particular level or if they are needed at all. Determining how much theory and how much practice is to be included in a learning activity package is sometimes a difficult process. Very often, however, a clear statement of the LAP's objective will provide the answer. Section 1.9 provides a list of selected activities which encompass both knowledge-based and performance-based activities. They can be used by the instructor as a starting point for developing additional activities for social service learning activity packages.

Another factor to be considered in developing LAPs involves the selection of appropriate reference materials and teaching-learning aids. This requires a consideration of a number of factors, such as the relevance of the information, the ability of the student to benefit from it, and its availability, cost, and ease of use. These must be evaluated continually since the criteria for their selection may change from LAP to LAP. Section 1.8 lists reference materials and teaching aids which the instructor should find useful in developing learning activity packages.

DEVELOPING LAPS FROM A TASK

In Section 1.1 of the guide you followed a series of steps in order to specify the content of the social service occupations training program. The result of this process was a sequenced list of performance-based tasks supported by general knowledge concepts. The steps below show one way to identify the skills, knowledge, and activities related to each task that can be used to develop one or more learning activity packages.

To help you work through these steps, three worksheets are provided on the following pages. Steps 1-7 explain Worksheets 1 and 2 and help you to gather and organize the information needed to develop a LAP. Worksheet 1, "Task

Listing," involves selecting a task for instruction and identifying tasks that are related to the selected task. Worksheet 2, "Task Analysis," is used for breaking down a task into the skills and knowledges required to perform the task. Steps 8-12 explain Worksheet 3, "LAP Outline," which is used for organizing the information developed on Worksheets 1 and 2 into a learning activity package outline.

STEP 1: Select a task for instruction.

From your list of sequenced tasks, select one task for instruction. Write this task down in the space provided on Worksheet 1. For the sample LAP presented in this section, the following task was selected: "Interview client to determine problem related to activities of daily living."

STEP 2: Identify tasks that are closely related to the task selected in Step 1.

Although you are working with only one task at a time, it is important to identify those tasks that are closely related to the task you selected. By completing this step, you will establish interrelationships among a group of tasks, both within a worker trait group and across worker trait groups. Write down these tasks in the spaces provided on Worksheet 1. Examine these tasks and how they are related to one another. This helps to establish a sequence for other learning activity packages that you will develop.

STEP 3: Specify the learning conditions and criteria under which the task is to be performed by the student.

Moving on to Worksheet 2, write down the task, the learning conditions under which the task will be performed by the student, and the criteria for evaluating student performance. For the sample LAP, the learning conditions are: "Simulation of interview in a social service agency." The criteria for judging student performance are: "The student will determine the client's problem and its relationship to activities of daily living."

STEP 4: Identify the major skills needed to perform the task.

In Step 2 above you probably noticed that some of the related tasks that you identified were listed in a worker trait group other than the task you selected for instruction. In the same way, the skills needed to perform an interviewing task involve more than just "information gathering" (Worker Trait Group 2). Interviewing also involves skill, to some degree, in "counseling and guidance" (Worker Trait Group 1), "corresponding" (Worker Trait Group 3), and "information giving" (Worker Trait Group 4). These are, in the broadest sense, the basic skills necessary to conduct an interview. These basic skills have been entered in the spaces on Worksheet 2 labeled "Skill."

STEP 5: Specify the learning activity representing the skill.

After you have identified the basic skills involved in performing the task, further specify these skills so that they relate directly to the task. For example, the basic skill of "information gathering" is restated as a learning activity, "obtain information"; the basic skill of "information giving" is restated as "provide information to the client"; the basic skill of "guidance and counseling" is restated as "involve client in resolution of problem"; and "corresponding" is restated as "follow up on client problem." On Worksheet 2, these learning activities have been entered in the spaces labeled "Learning Activity."

STEP 6: Break down each activity into specific steps.

On Worksheet 2 each activity has been broken down into a series of steps. For example, under the activity of "obtain information," four steps have been listed within the context of an interview situation:

1. Identify individual.
2. Identify problem area.
3. Determine nature and extent of problem.

4. Determine that the problem falls within the jurisdiction of the agency.

For each of the other three activities specified above, a sequenced list of steps has been generated on Worksheet 2.

STEP 7: Identify the knowledges which support the performance of each activity.

The final component of Worksheet 2 is a listing of the knowledges which support the performance of the steps under each activity. For example, in obtaining information from a client during an interview, it is important for the social service aide to have a working knowledge of or understanding of human relationships, people's basic needs and defenses, problem areas common to present-day society, and what constitutes a helping relationship. These supporting knowledges are listed below the series of steps for each activity identified on Worksheet 2.

Steps 1-7 above have helped you to gather and organize the information needed for the development of LAPs related to a single task statement: "Interview client to determine problem related to activities of daily living." All of this information has been entered on Worksheets 1 and 2. Steps 8-12 explain how to take the information from Worksheets 1 and 2 and develop an outline for a single learning activity package.

STEP 8: Select one learning activity from Worksheet 2 as the content for a single LAP.

In the sample provided in this section, the learning activity "obtain information" has been selected as the content for a learning activity package. The other three learning activities identified can be used for the development of subsequent LAPs. The intent of selecting just one learning activity is to narrow the focus of instruction into manageable units. Enter the activity name and the steps into which it has been broken down in the spaces provided on Worksheet 3.

STEP 9: Write the objective for the LAP.

On Worksheet 2 the learning conditions and the performance criteria were identified for the task statement as a whole. Using this information as a foundation, write the LAP objective as it pertains to the specific learning activity you selected. Remember that the objective is a statement of what the student will be able to do at the completion of the LAP. On Worksheet 3 the objective of the sample LAP has been stated as: "In a simulated interview in a social service agency, the student will obtain information from the client to determine the client's problem."

STEP 10: Write an overview to the LAP.

The overview provides a general introduction to the LAP, explains the importance of the LAP's objective, and how it can benefit the student. It also serves as a link to other kinds of tasks that have already been taught or will be taught in subsequent LAPs (see Worksheet 1). Writing the overview is an important step in LAP development, because it requires the instructor to focus his or her attention on what is to be learned during this particular LAP. Review the sample overview on Worksheet 3 to see how this is accomplished.

STEP 11: List learning experiences for the LAP.

Learning experiences should take into account all of the steps listed at the top of Worksheet 3. In preparing a LAP outline, list the learning experiences that are needed to deal with each step and that will accomplish the objective. For the sample unit these are listed in the space provided under "Learning Experiences."

STEP 12: Write a summary of the LAP.

The summary provides a review of the outcome of the learning experiences in order to reinforce the learning that has taken place during the LAP. Space is provided on Worksheet 3 to write this summary.

Worksheet 1

TASK LISTING

Job: Social Service Aide

Task: Interview client to determine problem related to activities of daily living.

Related Tasks:

1. Observe client to help define problem.
2. Listen to client explain problem.
3. Assess and decide how best to handle problem.
4. Act on plan to help client with problem.
5. Evaluate client's problem in order to make referral or make simple adjustment.
6. Detect basic needs of client.
7. Obtain a history from client or family member.
8. Fill out agency forms.
9. Write up results of interview with client and discuss results with supervisor.
10.

Worksheet 2

TASK ANALYSIS

Job: Social Service Aide

Task: Interview client to determine problem related to activities of daily living.

Learning Conditions: Simulation of interview in a social service agency.

Outcome: The student will determine the client's problem and its relationship to activities of daily living.

Skill: Information Gathering

Learning Activity: Obtain information.

Steps:

1. Identify individual.
2. Identify problem area.
3. Determine nature and extent of problem.
4. Determine that the problem falls within the jurisdiction of the agency.
5.

Supporting Knowledge Required: human relationships, people's basic needs and defenses, problem areas common to present-day society, aspects of a helping relationship

Worksheet 2 – Continued
TASK ANALYSIS

Skill: Information Giving

Learning Activity: Provide information to the client.

Steps:

1. Provide information regarding agency functions.
2. Provide information regarding community resources.
3. Provide information relative to the problem.
1.
5.

Supporting Knowledge Required: understanding of social welfare service delivery systems and agency roles

Worksheet 2 – Continued
TASK ANALYSIS

Skill: Guidance and Counseling

Learning Activity: Involve client in resolution of problem.

Steps:

1. Determine client's interest and willingness to become involved in problem-solving activity.
2. Engage the client in decision making about the problem.
3. Inform client of problem-solving alternatives.
4. Identify the resources and activities necessary to resolve the problem.
5.

Supporting Knowledge Required: group processes, ways in which individuals relate in groups, ways in which people relate in a one-to-one situation, understanding of human behavior and techniques of problem analysis

Worksheet 2 – Continued
TASK ANALYSIS

Skill: Corresponding

Learning Activity: Follow up on client problem.

Steps:

1. Verify that the problem has been addressed through follow-up activities.
2. Determine nature and extent of services provided in resolving client problem.
3. Follow up on client to determine effectiveness of problem-solving process.
4.
5.

Supporting Knowledge Required: knowledge and use of basic follow-up procedures of social service agencies

Worksheet 3

LEARNING ACTIVITY PACKAGE OUTLINE

Job: Social Service Aide

Task: Interview client to determine problem related to activities of daily living.

Learning Activity: Obtain information.

Steps:

1. Identify individual.
2. Identify problem area.
3. Determine nature and extent of problem.
4. Determine that the problem falls within the jurisdiction of the agency.
5.

Supporting Knowledge Required: human relationships, people's basic needs and defenses, problem areas common to present-day society, aspects of a helping relationship

Worksheet 3 – Continued

LEARNING ACTIVITY PACKAGE OUTLINE

LAP Objective: In a simulated interview in a social service agency, the student will obtain information from the client to determine the client's problem.

Overview: Knowing how to interview a client is one of the most important skills for the social service aide to have. The interviewer, through talking with the client, must be able to identify the nature and extent of the problem and then determine whether or not the agency is equipped to deal with the problem. The interviewer must follow the agency's interviewing procedures, be able to record the information on agency forms, and direct the client to the appropriate agency person for further action. The aide also must bring to the interviewing situation a sensitivity to people's basic needs, a knowledge and understanding of a helping relationship, and common problems that clients may have.

Learning Experiences:

1. Show a film on proper interviewing techniques.
2. Assign appropriate background reading for understanding the supporting knowledge required for effective interviewing.
3. Set up a simulation experience of an interview in a social service agency.
4. Invite a social service agency representative to talk with students about interviewing process and techniques.
5.

Worksheet 3 – Continued

LEARNING ACTIVITY PACKAGE OUTLINE

Summary: By participating in the activities of this lesson you have learned the kinds of duties that a social service aide must be able to perform when interviewing a client. You have learned that in addition to following the agency's procedures for dealing with the client's problem, you need to be sensitive to people's basic needs in identifying the problem and determining how the agency can best help the client solve the problem. Interviewing is just one of many ways that the social service aide deals with clients. The skills you have learned in this lesson can be applied to other situations where the aide and the client come together to try to identify and solve a particular problem.

EVALUATING STUDENT PERFORMANCE

Below is offered one method for evaluating student performance on the LAP described above. The Student Evaluation Checklist is based on observing the performance of the student for each step of the learning activity. The learning activity can be designated as one that requires limited skill (L), moderate skill (M), or proficiency (P). As the student performs each step in the LAP, the instructor can rate the student's performance as either satisfactory (S) or unsatisfactory (U). This is an easy way to keep track of each student's performance on LAPs presented over a period of time. It also offers the instructor a means of determining which skills have been mastered and which skills have not been mastered by the student group as a whole. By reviewing these checklists periodically, the instructor can pinpoint the areas of instruction in which students need additional help. (A blank Student Evaluation Checklist is provided at the end of this section for duplication and use by the instructor.)

STUDENT EVALUATION CHECKLIST

Key: L = Limited skill
M = Moderate skill
P = Proficiency

S = Satisfactory
U = Unsatisfactory

Student Name: _____

Date: _____

Instructor: _____

RATING	CRITERIA	
L M P	**Learning Activity:**	Obtain information.
S U	**Steps:** 1.	Identify individual.
S U	2.	Identify problem area.
S U	3.	Determine nature and extent of problem.
S U	4.	Determine relevance of problem to agency's services.
S U	5.	Involve client in problem-solving activity.

DEVELOPING LAPS FROM A GENERAL KNOWLEDGE CONCEPT

On the following page is a sample LAP based on the general knowledge concept "clear thinking." Again, the LAP's four components—objective, overview, learning experiences, and summary—are presented in detail. This LAP is one that students work through on their own with a minimum of interaction with the instructor.

(SAMPLE LEARNING ACTIVITY PACKAGE BASED ON A GENERAL KNOWLEDGE CONCEPT)

LEARNING ACTIVITY PACKAGE 1: CLEAR THINKING

OBJECTIVE

At the end of this unit, you will be able to apply criteria (standards of measurement) to any source of information, either in or out of the classroom, with which you may come in contact.

OVERVIEW

Whenever you read an article, listen to a speech, or in any way pay attention to the mountains of information which come your way every day, you should ask "Who says so?" and "Why is he or she saying so?" For instance, who should you believe more about U.S. military strength: a Russian government official or the U.S. President? Why? The purpose of this unit is to help you to develop the technique of questioning the source of information to determine whether or not it is reliable.

LEARNING EXPERIENCES

1. Read the following statements. You will notice that in each case it appears as if an "authority" is endorsing "Hair-So-Soft" shampoo.

   - Mr. Harry Handsome, famous television star, says, "Hair-So-Soft is the nicest, creamiest shampoo I have ever used. If you want soft, shiny hair, buy Hair-So-Soft today."
   - Dr. Alice Smith, of an independent laboratory, says, "I am a scientist and an expert on hair shampoos. I think this product is by far the best on the market."
   - "My children love to use Hair-So-Soft," says Molly Anderson. "That's the only shampoo I buy."
   - Mr. Daniel Clean, leading hair fashion expert, says, "Regular use of Hair-So-Soft is the most gentle treatment for your hair."

Now answer these questions.

A. Which of the authorities do you think is the most reliable?

B. Which authority would know most about "Hair-So-Soft"? Why?

C. Why would the other authorities' statements be less reliable?

Check your answers against the following comments about each of the authorities.

- Harry Handsome might be very pleased with the brand of shampoo he is recommending, but that does not mean that it is the best shampoo for you or me to use. He is probably being paid for endorsing the shampoo, and is really no authority on the reliability of this product.

- Dr. Alice Smith seems to be the best authority because she knows the ingredients used in making the shampoo. She is in a position to know whether or not it might be harmful. She probably is not receiving extra money for this advertisement because she is paid by an independent laboratory.

- Molly Anderson may know about her children's reaction to this particular shampoo, but they may just like to wash their hair and could be content with anything their mother would allow them to use. Molly Anderson is not enough of an authority to suggest that this shampoo would be as good for everyone as it seems to be for her children.

- At first glance, it might appear that Mr. Daniel Clean, leading hair fashion expert, might be a reliable authority on which to judge this product. However, we don't really know enough about him to take his word. In what way is he a leading hair expert? How do we know that this shampoo is going to be, as he says, "the most gentle treatment" for everyone's hair?

2. Read the story below and answer the questions which follow it.

Last Friday afternoon, there was an explosion in one of the classrooms at a nearby high school. Some of the students were conducting their own experiment by combining chemicals which resulted in an explosion. Three or four of these students were injured, one critically. Daily bulletins were issued from the hospital on the condition of the students. Statements made by school administrators and students led to confusion about the cause of the accident. Among the statements made were the following:

Statement I: "An experiment was being conducted in a chemistry laboratory. An accidental combination of chemicals caused an explosion. It is indeed unfortunate that this has occurred, but every precaution to insure the safety of the students was taken. We shall do everything in our power to see that this sort of situation does not happen again. We are at present helping the students who are hospitalized as best we can."

Statement II: "Some of the students in study hall decided to experiment with some chemicals in the front of the room. It looked a little dangerous when someone suggested that we pour rubbing alcohol into a beaker over a bunsen burner. At this point some of the students left the room. Many of the students were attempting to study, but were distracted by the noise of the experimenters. The teacher was not in the room."

Now answer these questions.

A. Who made Statement I?

_____

B. Who made Statement II?

_____

C. What does the school administrator know about the accident?

_____

_____

D. What does the student know about the accident?

_____

_____

E. Why does each of them feel that he or she knows enough about the accident to make a statement?

_____

_____

_____

F. Why does each of them want you to think that he or she knows something about the accident?

_____

_____

_____

Check your answers against the following comments about the accident and the statements made by the school administrator and the student.

Look at Statement I again. This was obviously made by a school administrator because he or she is concerned about the image of the school and does not want the school to be blamed for the accident. The administrator knows that the accident occurred in a classroom and that someone should have been responsible for the behavior of the students. But at the moment, he or she may not have all the information needed and is content to portray the accident in the chemistry lab as the school would like to have the public think it happened. The administrator feels that he or she has the authority to make such a statement. The administrator's motive is to prevent the school from being blamed or accused of negligence.

Statement II was made by a member of the student body. The student says that he or she might have been a member of the group in what is described as a "study hall" when the fateful experiment was taking place.

You can see how easy it is to be misled by reading conflicting statements about situations. Each statement reflects on the background of the individual reporting the situation and what he or she might have to gain or lose by his or her version. This is why it is so important to know who made the statement.

3. Now practice the following exercises in examining and evaluating sources of information. Remember that someone who is attempting to explain a situation as he or she sees it may use a few of the methods with which you are now familiar.

A. Dr. Andrew Bloom, a well-known medical doctor, made the following statement about American foreign policy.

> "The United States is opening the door for a Communist takeover of other, smaller countries in the world. This is because the U.S. refuses to help these countries. It seems to me that the President would be smart enough to realize this."

Using the skills you have just learned, write down your evaluation of Dr. Bloom's statement.

B. There are many news reports about controversial incidents. The information given in these reports often gives a clue as to who the source of the information is. Read the following reports and then write down in the space below what kind of person or group you think would make the reports.

Report I: "A U.S. government plane crashed yesterday off the coast of a country bordering the Mediterranean Sea. There is no reason for undue alarm about the crash. There is no danger to the population in the area from the cargo being transported."

Report II: "There were atomic weapons aboard the plane that crashed in the Mediterranean Sea. The U.S. Navy is on the scene trying to locate the missing weapons. Although there is no danger of an atomic explosion, there is a danger in the radiation filtering through the air."

What kind of person or group would make these reports? Why?

Check your answers on the next page.

Answer to Question A:

You could question the stand taken by Dr. Bloom because, although he is entitled to his own opinion, it is unlikely that he is qualified to make such a broad political statement. There are a great many considerations that go into making foreign policy, most of which a medical doctor is not in a position to know. You don't know in what context this statement was made, either. Perhaps Dr. Bloom was being interviewed. You should examine in what situation or frame of reference this statement was made.

Answer to Question B:

The first report was probably issued by the government for a number of reasons. One might be to prevent public panic by not saying anything about atomic weapons. Another reason could be that the government did not want to admit that the plane was carrying weapons, in order not to cause any international concern.

The second report could have been issued by a member of the opposition political party because he or she does not want the political party in power to "get away with anything," or possibly just to discredit the government. It also could have been a report issued by a news reporter stationed in the country in which the crash took place. In any case, two entirely different reports were made about the same incident. The reports must be evaluated in terms of who made the reports.

SUMMARY

You have now progressed to a new stage in your development of clear thinking. You can understand a point of view in an article more clearly if you know who has written it. Learn to ask pointed questions about information that is given to you. These skills can be used to evaluate any kind of information from television, radio, newspapers, magazines, books, class discussions—almost any situation you may encounter. Start now by using them!

WORKSHEETS

On the following pages are blank worksheets and a student evaluation form which can be duplicated and used for developing learning activity packages for your social service occupations training program.

Worksheet 1

TASK LISTING

Job: _____

Task: _____

_____

Related Tasks:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

Worksheet 2

TASK ANALYSIS

Job: _____

Task: _____

_____

Learning Conditions: _____

_____

Outcome: _____

_____

Skill: _____

Learning Activity: _____

Steps: 1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Supporting Knowledge Required: _____

_____

_____

Worksheet 2 – Continued
TASK ANALYSIS

Skill: _____

Learning Activity: _____

Steps:

1. _____
2. _____
3. _____
4. _____
5. _____

Supporting Knowledge Required: _____

Worksheet 3

LEARNING ACTIVITY PACKAGE OUTLINE

Job: _____

Task: _____

_____

Learning Activity: _____

Steps:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Supporting Knowledge Required: _____

_____

_____

_____

Worksheet 3 – Continued

LEARNING ACTIVITY PACKAGE OUTLINE

LAP Objective: _____

Overview: _____

Learning Experiences:

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 3 – Continued

LEARNING ACTIVITY PACKAGE OUTLINE

Summary: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

STUDENT EVALUATION CHECKLIST

Key:	L = Limited skill M = Moderate skill P = Proficiency S = Satisfactory U = Unsatisfactory

Student Name: _____

Date: _____

Instructor: _____

RATING	CRITERIA
L M P	Learning Activity: _____
S U	Steps: 1. _____
S U	2. _____
S U	3. _____
S U	4. _____
S U	5. _____

SECTION 1.7
How to Select an Instructional Method

A better understanding of how people learn and the evolution of modern teaching and learning aids have resulted in the development of a variety of instructional methods. This section discusses eight of the most commonly used methods: lecture, conference, demonstration, performance, programmed instruction, study assignment, tutoring, and a combination of any of these.

Every instructional method has certain advantages and disadvantages, so it is important that the method selected is the one which will be most effective and efficient. Choosing an instructional method must be based on a careful analysis of the factors involved in the learning situation: instructional objectives, course content, student population, instructor, facilities, equipment, instructional materials, time, and costs. This section describes these factors as they relate to each of the eight instructional methods.

SELECTING AN INSTRUCTIONAL METHOD

Except for the selection of training objectives, the proper selection of instructional methods will do more to promote instructional efficiency and effectiveness than any other measure. Many times this fact is overlooked in training and education. All too often the selection of instructional methods is dictated by expediency rather than choice. An instructional method or methods must be selected through systematic means if inefficiency in attaining the course objectives—or worse, failure to achieve objectives—is to be avoided.

There is no single best method of teaching which applies to all learning situations or instructional objectives. The instructor must choose the method that is most compatible with the instructional objectives, the nature of the school organization, the facilities and equipment available, the background and level of the students, and the instructor's own abilities.

Instructional Objectives. The accomplished instructor is one who has developed skill in using a great variety of instructional methods. For each course objective, the instructor can select from a variety of methods, one or more of which will lead to effective learning. The instructor who is limited in methods often tries to reach an objective by using inappropriate techniques. The result is a lack of student interest and attention, inefficient learning, or failure to achieve the instructional goals.

Too many instructors use only one or two methods. Many instructors lecture most of the time. Today, with the great variety of interesting and effective ways of helping students learn, the instructor should develop a repertoire of approaches. Then, rather than use the same methods for all lessons, he or she can draw from this repertoire the ones which are most appropriate for a particular situation.

Course Content. The nature of the course content must be considered in selecting an instructional method. The difficulty of the content and the kinds of skills and knowledge required determine to a great extent the methods which are most appropriate.

Student Population. The size of the student group and their educational level, prior training, aptitudes, maturity, and reading and speaking ability must be considered in selecting instructional methods.

Instructor. The number, quality, and competencies of available instructors is an important factor to consider in selecting instructional methods.

Facilities, Equipment, and Instructional Materials. Each instructional method requires the use

of specific types of facilities, equipment, and materials. If the proper facilities are not available, an alternative method may be required.

Time. The time available for a particular block of instruction also governs the method selected. If instructional time is extremely limited, an alternative to the most effective method may be required.

Costs. The costs involved in using a particular method cannot be separated from the other factors. Time, facilities, personnel, and equipment all involve costs. These factors must be taken into account when selecting instructional methods.

THE LECTURE METHOD

A lecture is a semiformal presentation by the instructor of a series of events, facts, concepts, or principles, an exploration of a problem, or an explanation of relationships. Students participate in a lecture mainly as listeners. A lecture is basically a means of telling students information they need to know. This does not mean, however, that all the talking done by the instructor during a class period can be termed a lecture. The term should be reserved to describe a more structured presentation which is used to achieve an instructional objective.

Uses. The purpose of a lecture is to inform. The instructor has information which he or she wishes to transmit to students by means of oral communication. Some of the more appropriate uses of the lecture are:

- to orient students to course policies, rules, procedures, purposes, and learning resources.
- to introduce a subject, indicate its importance, and present an overview of its scope.
- to give directions on procedures for use in subsequent learning activities.
- to present basic material which will provide a common background for subsequent activities.
- to set the stage for demonstration, discussion, or performance.
- to illustrate the application of rules, principles, or concepts.
- to review, clarify, emphasize, or summarize.

Advantages. A properly planned and skillfully delivered lecture is an effective method when used in appropriate situations. Some of the reasons why the lecture is one of the most widely used methods of instruction are that it:

- saves time. The lecture method saves time because the instructor can present more material in a given amount of time than he or she can by any other method.
- permits flexibility of class size. The size of a class is limited only by the size of the classroom to be used or the efficiency of the public address system.
- requires less rigid space requirements. The lecture can be used effectively in any type of training area, indoors or outdoors. The only requirement is that the trainees must be able to hear the lecturer.
- permits adaptability. A skillful lecturer can modify or adjust his or her materials' sequence, vocabulary, and illustrations to meet the needs of a specific group. This makes it possible to present content which is appropriate for the educational level, training, and past experience of the class.
- permits versatility. The lecture can be used for orientation, introduction, review, clarification, and summary. It can be used at any point in a course, and it can be combined easily and effectively with any other method of instruction.
- permits better control over content and sequence. Because the instructor determines what is to be presented and the order of presentation, the desired coverage and sequence can be accomplished with little danger of engaging in time-consuming detours.

Disadvantages. Some of the disadvantages of the lecture method are that it:

- involves one-way communication. The instructor prepares and presents the material. The student sits, listens, and takes notes. Most lectures, therefore, permit little or no interchange of ideas between the instructor and the students. All ideas presented to the class originate with the instructor.

- poses problems in skill teaching. The lecture method is an inappropriate way to teach skills such as equipment operation.

- appeals mainly to one sense. Most learning takes place through the visual sense. The lecture, even if supplemented by training aids, appeals mainly to the auditory sense. Unless the content is interesting and challenging enough to hold the attention of the class, the results are likely to fall short of the instructional goal.

- contributes to student passiveness. During a lecture, students are passive. Their job is to listen. Attention is difficult to attract and retain. Outside disturbances easily and frequently distract the students and make the lecture ineffective.

- poses evaluation problems. If an instructor is to teach rather than merely present information, he or she must be aware of student reactions, misconceptions, inattention, and difficulties, and he or she must remedy them immediately. The lecture method makes these perceptions difficult. Most students have acquired the ability to appear attentive, although they may not even be listening. The lecturer receives very little feedback, and much of what he or she does receive is often misleading.

- depends on the skill of the instructor. In a lecture, student interest and attention must be generated by the instructor. The instructor must plan carefully, display sincerity and enthusiasm, present material in a proper sequence, use appropriate vocabulary, employ effective speaking techniques, be sensitive to the reaction of the students, and modify the presentation on the basis of class response. Failure to do any of these things will result in a loss of student attention and interest, and a failure to achieve the objectives of instruction. The ultimate success of a lecture depends on the skill of the instructor.

THE CONFERENCE METHOD

The conference is a method in which group discussion techniques are used to reach instructional objectives. These discussion techniques include questions, answers, and comments from the instructor in combination with questions, answers, and comments from the students, and are directed toward learning goals. There are three types of conferences: directed discussion, training conferences, and seminars. Clear distinctions do not exist between any of these forms; however, the objectives of the conference, and the kind and amount of student participation, determine when a directed discussion becomes a training conference, and when a training conference becomes a seminar.

The objective of a **directed discussion** is to help students acquire a better understanding of and develop an ability to apply known facts, principles, concepts, policies or procedures. The function of the instructor is to guide the student discussion in such a way that the facts, principles, concepts, or procedures are clearly articulated and applied.

In a **training conference**, the objective is to pool the knowledge and past experience of the students to arrive at improved or more clearly stated principles, concepts, policies or procedures. The topics discussed in a training conference are less likely to have pat answers than those used in a directed discussion. The task of the instructor is to elicit contributions from the group based on their past experiences which have a bearing on the topic at hand.

The purpose of the **seminar** is to find an answer to a question or a solution to a problem. The instructor does not have an answer or a solution; in fact, there is no known best or correct solution. Rather, the instructor is seeking an answer

and encourages the students to develop one. The primary functions of the instructor are to describe the problem as he or she understands it and to encourage free and full participation in a discussion aimed at: identifying the real problem, gathering and analyzing data, formulating and testing hypotheses, determining and evaluating alternative courses of action, arriving at conclusions, or making recommendations to support or arrive at a solution or a decision.

Uses. The conference method is a valuable tool in the instructor's kit. Some of the more important applications of this method are:

- to develop imaginative solutions to problems.
- to stimulate interest and thinking, and to secure student participation in situations which would otherwise allow the class to remain passive.
- to emphasize the main teaching points.
- to supplement lectures, readings or laboratory exercises.
- to determine how well students understand concepts and principles, and to determine if they are ready to proceed to new or more advanced material.
- to prepare students for the application of a theory or procedure to specific situations.
- to summarize, clarify, or review.
- to prepare students for subsequent instruction.
- to determine student progress and the effectiveness of prior instruction.

Advantages. Some of the advantages of the conference method are that it:

- increases student interest. The opportunity to express one's own views and to hear the opinions of others is stimulating. Interest is unusually high in a well-planned and skillfully conducted conference.
- increases student acceptance and commitment. Because students actively participate in developing the lesson, they tend to accept the importance and validity of the content and are more deeply committed to solutions or decisions than they would be if the content were merely presented to them.
- utilizes student knowledge and experience. The conference method enables the instructor to make effective use of the students' backgrounds, previously acquired knowledge, and experiences. The entire class and the instructor benefit from the experience and thinking of all students.
- results in more permanent learning. Learning takes place in direct ratio to the amount of individual participation in the learning process. The conference demands a high degree of student participation, thereby promoting better and more permanent learning.

Disadvantages. Some of the disadvantages of this method are that it:

- requires highly skilled instructors. The conference is more exacting of the resourcefulness, initiative, and ability of the instructor. The instructor must be able to guide the discussion without appearing to do so. He or she must be thoroughly informed on all aspects of the subject under discussion. The instructor must also: keep the discussion on the track, minimize debate over unimportant details, relate comments to topics previously discussed, avoid reopening topics already discussed, encourage and get full participation, prevent domination by a few students, summarize each topic, and bring the discussion to a close.
- requires preparation by students. Most conferences require advance preparation in the form of reading assignments, thinking, and study before the meeting. The thoroughness of the preparation determines the quality of the discussion and the outcome of the conference. Little or no instructor control can be insured over the quality or thoroughness of student preparation. This results in variation among students in their readiness to participate in the conference.

• limits content. The content appropriate for discussion is restricted. Manipulative operations, functions, procedures, or introductory materials do not ordinarily provide suitable content for a conference.

• consumes time. Relatively large blocks of time must be allocated if a discussion is to be profitable. For this reason, the conference is often ruled out as an approach although it may be well suited to the subject and the class.

• restricts size of group. The conference method cannot be used effectively with groups larger than 12 to 15 students, because the opportunity for individual participation is too limited. More reticent members are likely to be left out of the discussion and denied valuable learning experiences.

• requires selective group composition. The members of a conference group, in most cases, must possess the proper background, maturity, and motivation if the discussion is to be profitable. The desired degree of participation is difficult to obtain if the group is composed of one subgroup which has ample experience in the area to be discussed and another subgroup which has extremely limited experience.

THE DEMONSTRATION METHOD

A demonstration is a method of instruction where the instructor, by actually performing an operation or doing a job, shows the student what to do and how to do it, and through explanations brings out why, where, and when it is done. Usually the student is expected to be able to repeat the job or operation after the demonstration. For this reason, the demonstration is often used in conjunction with another method. The most common combinations are the lecture-demonstration and the demonstration-performance.

Uses. The basic purpose of a demonstration is to show how something is done. It should be employed wherever and whenever practicable. Some of its more important applications are:

- to teach manipulative operations or procedures, or how something is done.
- to teach problem-solving and analytical skills.
- to illustrate principles, or why something works.
- to teach the operation or functioning of equipment, or how something works.
- to teach teamwork, or how people work together to do something.
- to set standards of performance.
- to teach safety procedures.

Advantages. Some of the advantages of the demonstration method are that it:

• improves learning. Students learn faster and more permanently with a demonstration. A demonstration makes explanations concrete by giving meaning to words. Relationships between steps of a procedure and the accomplishment of the objective are clarified in a demonstration. Students not only see and hear during a demonstration, they are often given the opportunity to touch the equipment. When well planned and executed, a demonstration has a dramatic quality which arouses and sustains interest and attention.

• minimizes damage and waste. Equipment is often damaged when students attempt to operate it without proper guidance. Much of this damage and waste can be prevented by the use of demonstrations.

• saves time. A properly planned demonstration takes much less student time than other methods. It reduces oral explanation time and at the same time prevents misunderstandings about how a system or a piece of equipment works.

• can be presented to large groups. Class size is limited only by the ability of the group to see the object being demonstrated. The use of large-scale mockups or models makes it possible to teach many operations to large classes.

Disadvantages. Some of the disadvantages of this method are that it:

- requires careful preparation and rehearsal. A demonstration should set a standard of performance for students. The procedure must be technically correct and must be performed with a skill greater than that expected of students. The instructor must be sure that the equipment is in working order. Nothing fails as completely as a demonstration that doesn't work.

- requires special classroom arrangements. The demonstration room must be set up so that all students can clearly see every phase of the demonstration.

- requires equipment and aids. The equipment, often expensive, must be taken out of an operational setting. Therefore, the removal of this equipment must be offset by gains in training. Sometimes, models or mockups must be purchased or constructed. These represent a rather costly investment of time, money, and other resources.

THE PERFORMANCE METHOD

The performance method requires the student to perform, under controlled conditions, the operation, skill, or movement being taught. Performance is learning by doing.

There are four basic types of performance. **Independent practice** requires students to work individually at their own pace. In **group performance** or **controlled practice**, students work together step-by-step at the rate set by the instructor. The **coach and pupil** method involves pairing students. Members of each pair perform alternately as instructor and student. In **team performance**, a group of students perform an operation or function as a team.

Uses. In general, the performance method has the same applications as the demonstration method and is used as follow-on instruction:

- to teach manipulative operations or procedures.

- to teach the operation or functioning of equipment.

- to teach team skills.

- to teach safety procedures.

Advantages. The main advantages of the performance method are that it:

- builds confidence. Given the opportunity to apply their knowledge in a realistic situation, students develop confidence in their ability and a positive attitude toward the learning situation.

- increases learning. Active student participation is maximized. This fact, coupled with the interest and attention generated by putting theory into practice, increases both the amount and the permanence of learning.

- enables learning evaluation. With the performance method the instructor has an opportunity to observe the degree of learning attained by each student, to identify students having difficulty, and to determine if there have been weak areas in the instruction.

- reduces damage and waste. Because performance is guided, students are less likely to make mistakes which will damage equipment or waste materials.

- promotes safety. Guided performance makes it possible to emphasize the proper method of performance and helps prevent accidents.

Disadvantages. Some of the disadvantages of the performance method are that it:

- requires tools and equipment. If a practical exercise is to be conducted, every student must participate fully. Therefore, tools and properly functioning equipment must be available in sufficient quantity for the size of the class.

• requires large blocks of time. A well-run practical exercise is often time-consuming in its requirements for setting up the room and equipment, and in accomplishing the actual setting up of the room and equipment for individual or team performance of the complete operation.

• requires more instructors. Unless the class is very small, a number of qualified instructors are required to keep a constant check on the progress of each student, to give assistance when needed, and to evaluate the quality of the performance.

PROGRAMMED INSTRUCTION METHOD

Programmed instruction is a method of self-instruction in which the student works through a carefully sequenced and pretested series of steps leading to the acquisition of knowledge or skills representing the instructional objectives. The student proceeds through the program at his or her own rate, responds actively to each step in the sequence, and receives immediate feedback on the correctness of his or her response before proceeding to the next step. Programs are usually designed to permit the student to master the desired knowledge or skills.

Uses. The programmed instruction method can be used:

- to provide remedial instruction.
- to provide makeup instruction for late arrivals, absentees, or transients.
- to maintain previously learned skills which are not performed frequently enough to insure an acceptable level of proficiency.
- to provide retraining on equipment and procedures which have become obsolete or have been replaced since the original training was given.
- to upgrade production, administrative, or other types of skills and knowledges.
- to accelerate capable students and thereby enable them to complete a course in less than the usual amount of time.
- to provide a means of insuring enough common background among students to profit from formal classroom work.
- to provide the review and practice of knowledge and skills needed to "set" the learning.
- to provide a source of vertical enrichment (advanced work) or horizontal enrichment (broader contact) in a content area.
- to control the variables in a learning situation for experimental purposes.

Advantages. The advantages of programmed instruction are that it:

• reduces the failure rate. The student failure rate is reduced because programs are tested and validated before they are used. This procedure insures that the program is effective in performing the instructional job. The self-pacing feature of the material also helps, because students are exposed to the material at a rate which is appropriate for each individual. The "forced" response and immediate confirmation features guarantee continuous attention to the material, correct wrong responses, and prevent misinterpretation and the practice of errors.

• improves end-of-course proficiency. The pretesting, self-pacing, forced attention, and immediate feedback features of programs result in better, more efficient, and more permanent learning. Thus, end-of-course proficiency is markedly increased.

• saves time. The rigid control over content made possible by the procedures used for developing, testing, and validating programs prevents the introduction of unnecessary content and thereby reduces the time required to learn the critical material. The self-pacing feature, along with forced attention, decreases the teaching time required, and frequently results in an average time savings of 30 percent or more over conventional instructional methods.

• standardizes instruction. The instructional content and sequence of a program are predetermined. They are not subject to the whims, preferences, experiences, or biases of the instructor. The quality of instruction does not vary from day to day nor from instructor to instructor. There is almost complete control over the content, sequence, and form of student responses. Hence, instruction becomes standardized and can be repeated without change at any time for any individual or group.

• requires no special facilities. Programmed materials can be used anywhere at any time. No specially equipped rooms or facilities are necessary.

• provides for self-instruction. Although under ordinary conditions programs are not used as substitutes for instructors, they can be so used. Programs are validated under conditions where they alone do the teaching. Therefore, they are effective instructional materials even if no qualified instructor is available.

• accommodates student differences. Programs can be designed to accommodate wide differences in aptitude, ability, speed of learning, prior training, and experience. The needs of students, whether for more or less exposure, detail, or practice, can be met. The size of a class is also unimportant. Programs can be used to achieve group or individual progress.

• improves efficiency and economy for group or individual instruction. The self-pacing feature and the handling of large or small groups make for greater efficiency and economy. In addition, programs free instructors from routine, repetitive teaching tasks and enable them to spend a larger part of their time on more difficult or more demanding aspects of instruction.

Disadvantages. The disadvantages of the programmed instruction method are that it:

• requires local or commercial preparation. Although the number of available programs is growing rapidly, those which may be used locally are limited. Most programs produced by commercial publishers or other sources do not match the instructional objectives of local courses. For this reason, programs must be developed locally or contracted with commercial programming companies.

• requires lengthy programmer training. Very few trained programmers are available locally. The training program is relatively lengthy and demanding. Only a small percentage of persons exposed to programmer training will become competent programmers.

• increases expenses. Programs, whether developed locally or contracted, are extremely costly. For local development there must be a large investment in programmer training and an even larger one in program writing, testing, and validation. Program development by contract is expensive, and the time required by subject-matter experts and technicians for consulting with programmers and reviewing draft materials is considerable.

• requires considerable lead time. Programmed materials cannot be selected or developed quickly. Lead time is required to screen and select appropriate programs from those available. If programs are developed by school staff or contract programmers, the lead time for production, testing, and validation is even greater. If the course content is unstable or subject to frequent and radical change, it is inappropriate for programming.

• demands competent instructors. Instructors must be able to motivate students to complete programs. They must be able to assist any student at any point in the programmed sequence. If instructors are to be able to provide the motivation, guidance, and assistance required for the optimum use of programmed materials, they must have: insight into the learning process; a thorough understanding of the rationale, principles, construction, and use of programming; skill in conducting tutorial-type instruction and individual counseling; and a mastery of the subject matter of the programs used.

• requires mature students. The use of programs requires a student group which is mature enough and sufficiently well motivated to work independently. Also, they must be able to read at the level required for full understanding of the program.

• poses administrative problems. The use of programmed materials creates unique administrative problems. Foremost among these are the scheduling and assignment problems caused by the self-pacing feature of programs. This feature results in different phase and course completion times with consequent difficulties in scheduling following instruction and assigning graduates to field units.

THE STUDY ASSIGNMENT METHOD

The study assignment is a method in which the instructor assigns readings in books, periodicals, manuals, or handouts; requires the completion of a project or research paper; or assigns problems and exercises for the practice of a skill. This method involves imposing a task, providing for student motivation, and giving general directions for carrying out the assignment. Implicit in this method are the problems of setting up worthwhile learning activities and anticipating student difficulties and means of overcoming them. If these steps are not well handled, the objectives of the assignment are not likely to be achieved.

The study assignment has two basic forms. In an **independent study** the student carries out the assignment without instructor assistance or direct guidance. In a **supervised study** the student carries out the assignment with an instructor available for guidance and assistance.

Uses. The study assignment method can be used:

- to orient students to a topic prior to classroom or laboratory work.
- to set the stage for a lecture, demonstration, or discussion.
- to provide for or capitalize on individual differences in ability, background, or experience through differentiated assignments.
- to provide for the review of material covered in class or to give the practice essential for the development of skills and problem-solving ability.
- to provide enrichment material.

Advantages. Some of the advantages of the study assignment method are that it:

• increases coverage of material. A far greater amount of material, and detailed treatment of it, can be covered in a shorter period of time by study assignments than by any other means.

• reduces classroom time. Used properly, study assignments can serve as a substitute for lectures; study assignments can make lectures, demonstrations, and conferences more meaningful and more productive.

• improves learning. Practice is essential to the development of skills. Study assignments provide a means of giving enough practice to insure mastery of the skill.

• permits individualized attention. Study assignments can be designed to make use of the experience, special skills, or interests of students, or to remedy individual deficiencies in skill or knowledge.

• reduces instructor interpretation. Students may be referred to the original source instead of being exposed only to the instructor's interpretation. This insures that the content will be presented as intended by the originator of the material.

Disadvantages. Some of the disadvantages of this method are that it:

• requires careful planning and follow-up. If students are not well motivated, they are not likely to do a thorough job with assignments, especially those which they must do on their

own. The instructor must plan and assign work in such a way that the objectives and instructions are clear and the motivation is present. The instructor also must follow up to insure that the assignment has been carried out.

• poses evaluation problems. The effectiveness of study assignments is difficult for an instructor to evaluate. It is also difficult for him or her to determine what went wrong with a study assignment when the results are not as good as anticipated.

• results in the practice of errors. In skill development it is critical that the skill be practiced in the prescribed mode. Particularly with independent practice, there is a danger that the student will practice an incorrect procedure or error. When this occurs, a large expenditure of time is required to "unlearn" the skill and "relearn" it correctly.

• produces nonstandard results. The variations in reading ability and differences in motivation in any group produce varying degrees of learning when study assignments are used. Where standardization of learning is essential, study assignments may be inappropriate.

THE TUTORING METHOD

Tutoring is a method of instruction in which an instructor works directly with an individual student. The method may involve exposition, demonstration, questioning, coaching, or guided practice.

Uses. Tutoring can be used:

- to teach highly complex skills and operations, or operations which involve potential danger to students or hazards to expensive equipment.

- to provide individualized remedial assistance.

Advantages. Some of the advantages of tutoring are that it:

• permits adaptive instruction. Tutoring provides the optimum in individualized instruction. The needs of the individual student can be diagnosed and instruction can be tailored to meet his or her unique needs.

• stimulates active participation. In a tutorial setting, the highest possible degree of student participation can be achieved. Direct involvement in the learning, by answering and asking questions, by performing under supervision, is guaranteed.

• promotes effective learning. The ability of the tutor to adapt instruction to the needs of the individual, together with the high degree of interaction and participation of the student, make this method extremely effective in achieving instructional objectives.

• promotes safety. The one-to-one instructor-student ratio provides close control over performance of hazardous operations, resulting in the prevention of injury to the operator or damage to the equipment.

Disadvantages. Some of the disadvantages of this method are that it:

• requires highly competent instructors. Tutoring is one of the most demanding types of instruction to conduct. It requires complete mastery of the content and skill in diagnosing and remedying learning difficulties.

• demands time and money. Tutoring is probably the most expensive method of teaching. Although only one student is receiving instruction, instructor preparation and presentation time are essentially the same as they would be for a whole class of students.

THE COMBINATION METHOD

This is a method of instruction which uses two or more basic instructional methods in combination. For example, one lesson might include a study assignment, a lecture in which safety precautions in handling a piece of equipment are

emphasized, a demonstration by the instructor, and, finally, performance by the students.

Uses. Combination lessons can be used to meet almost any type of instructional objective in any training situation. However, they are most appropriate where skill development is involved.

Advantages. The advantages of using a combination of methods are that they:

- increase interest. The variety of methods used in a combination lesson make for a more interesting and engaging instructional period.

- promote flexibility. The use of several methods frees the instructor from the restricting or limiting aspects of any single method. He or she can easily adjust the lesson to the needs of the class and the requirements of the situation.

- improve learning. The combination lesson maximizes the advantages of any single method. It allows the instructor to use approaches which complement each other. This fact, plus the advantage of higher student interest, results in improved learning.

Disadvantages. The disadvantages of using a combination of methods are that they:

- require highly skilled instructors. Instructors must be able to use all methods of instruction with a high degree of skill.

- require smaller groups. The use of methods in combination requires closer control by the instructor and better supervision of student activities. To obtain the desired control, classes must be kept small.

SECTION 1.8
Teaching-Learning Resources for the Instructor

Section 1.8 provides the instructor with a variety of instructional resources and references for use in social service curriculum development efforts. Listed here are audio-visual resources, texts and reference materials, sources of career opportunities and educational development information, and sources of additional information and assistance.

AUDIO-VISUAL RESOURCES

Social Service Agencies and Programs

Diary of a Harlem Family (movie, 16mm reel, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Social Worker (film, color, 17 minutes, purchase), Universal Education & Visual Arts, 100 Universal City Plaza, Universal City, California 91608, 1967.

The Welfare Revolt (movie, 16mm reel, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

What's the Answer to Slums (film, color, 15 minutes, rental), Institutional Cinema Service Inc., 915 Broadway, New York, New York 10010, 1969.

Why People Behave As They Do

Brain and Behavior (movie, 16mm reel, purchase), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Seeds of Hate: An Examination of Prejudice (filmstrip, sound, purchase), Warren Schloat Productions, 1972.

How Groups Behave

Anatomy of a Group (movie, 16mm reel, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Citizenship Processes (audio tape reel, purchase), H. Wilson Corporation, 555 West Taft Drive, South Holland, Illinois 60473, 1969.

Diagnosing Group Operation (movie, 16mm reel, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Helping the Child Accept the Do's (movie, 16mm reel, loan), Connecticut State Department of Health, Hartford, Connecticut 06106, 1969.

Leaders and Leadership (transparency, purchase), Creative Visuals, Gamco Plaza, Box 1911, Big Spring, Texas 79720, 1969.

Not Left to Change (movie, 16mm reel, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Think of Others First (filmstrip, purchase), Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017, 1969.

What Will Patty Do? (Group Pressure) (movie, 8mm loop, purchase), CENCO Educational Aids, 1969.

What You Expect of Members of Your Peer Group (transparency, purchase), Creative Visuals, Gamco Plaza, Box 1911, Big Spring, Texas 79720, 1969.

Working with Community Organizations and Groups

How to Live in a City (film, 16mm reel, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

The Changing City (film, 16mm reel, purchase), Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069.

Individual Assistance Skills

Handling Complaints and Grievances (phonodisc, purchase), American Management Association, 135 West 50th Street, New York, New York 10020, 1966.

How to Conduct the Appraisal Interview (programmed instruction book), Metromedia Analearn, 56-05 47th Street, Maspeth, New York 11378, 1969.

Interview, Social Worker (audio tape, purchase), Imperial International Learning, P.O. Box 548, Route 54 South, Kankakee, Illinois 60901, 1969.

Low View from a Dark Shadow (movie, 16mm, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Influences on People

Anthropomorphic Criminal (movie, 16mm, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Crisis in the Classroom (movie, 16mm), Doubleday Multimedia, 1371 Reynolds Avenue, P.O. Box 11607, Santa Ana, California 92705, 1968.

The Structure of a Motive (audio tape, purchase), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

Unconscious Motivation (movie, 16mm), Associated Film Service, 3607 West Magnolia Boulevard, Suite M, Burbank, California 91505.

Cross-Cultural Skills

A Desk for Billie (movie, 16mm, purchase), National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, 1970.

American Subculture (transparency, purchase), Creative Visuals, Gamco Plaza, Box 1911, Big Spring, Texas 79720.

Cultural Differences (transparency, purchase), Creative Visuals, Gamco Plaza, Box 1911, Big Spring, Texas 79720.

Culture and Crime (movie, 16mm, rental), Indiana University A-V Center, Bloomington, Indiana 47401, 1970.

Culture U.S. Citizen (transparency, purchase), Creative Visuals, Gamco Plaza, Box 1911, Big Spring, Texas 79720.

Exploring the Myths of Prejudice (filmstrip, sound, purchase), Ethel J. Alpenfels, Warren Schloat Productions, 1972.

Human Play and Its Cultural Expression (audio tape, reel, purchase), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

Law Enforcement Officials Represent Our Culture (transparency, purchase), Creative Visuals, Gamco Plaza, Box 1911, Big Spring, Texas 79720.

Time for Ideas: What Determines Taste? (phonodisc, purchase), Academic Recording Institute, 1969.

Understanding People with Different Backgrounds (transparency, purchase), Creative Visuals, Gamco Plaza, Box 1911, Big Spring, Texas 79720, 1969.

Family Life

A Key of His Own (movie, 16mm, 9¼ minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

First Cigarette (movie, 16mm, 9½ minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1970.

Have I Told You Lately That I Love You? (movie, 16mm, 16 minutes, sound, black and white), University of Southern California, Department of Cinema, University Park, Los Angeles, California 90007, 1961.

Kids, Parents, Pressures: Guidance for the 70's Series (movie, 16mm, 16¾ minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1971.

Meeting Strangers: Red Light, Green Light (movie, 16mm, 20 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

Old Age—The Wasted Years: Parts I and II (movie, 16mm, 60 minutes, sound, black and white), Indiana University A-V Center, Bloomington, Indiana 47401, 1966.

The Neglected (movie, 16mm, 35 minutes, sound, black and white), International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois 60404, 1965.

Who Cares About Jamie? (movie, 16mm, 16 minutes, sound, black and white), Smart Family Foundation, 65 East South Water Street, Chicago, Illinois 60601, 1963.

Sociology

Aristotle's Ethics, Book I: Theory of Happiness (movie, 16mm, 29 minutes, sound, color), Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611, 1962.

Kids, Parents, Pressures: Guidance for the 70's Series (movie, 16mm, 16¾ minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1971.

The People Next Door (movie, 16mm, 79 minutes, sound, black and white), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

Biology of Humans

Biology in Space Science (movie, 16mm, 13½ minutes, sound, color and black and white), Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601, 1966.

Biology in Today's World (movie, 16mm, 11 minutes, sound, color and black and white), Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601, 1962.

Darwin's Finches: Clues to the Origin of the Species (movie, 16mm, 10½ minutes, sound, color and black and white), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1961.

Voyage to the Enchanted Isles (movie, 16mm, 54 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

Composition and Communication

Literary Style (reel [0757380], 25 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1963.

Strange Case of the English Language (movie, 16mm, 48 minutes, sound, color and black and white), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1968.

Ten Commandments of Meaningful Communications (reel [075513-2], cassettes [081418-X], 23 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1968.

Writers on Writing (movie, 16mm, 28 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1965.

Psychology

Psychological Differences Between the Sexes: Marriage and Family Living Series (movie, 16mm, sound, color), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1965.

Economics

History of Industrial Psychology (reel [075749-6], cassette [081042-7], 18 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1953.

Human Relations in Industry and Business: Tips for Supervisors (reel [075966-9], cassette [081326-4], 23 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1964.

Psychology of Employee-Management Relations (reel [075945-6], cassette [081305-1], 20 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1954.

The Concept of Organizational Climate (reel [075653-8], cassette [81750-2], 20 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1969.

Humanities

Art of the Motion Picture (movie, 16mm, 20 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1970.

Discovering Music Series (all 16mm movies, sound, color): American Folk Music (21½ minutes, 1969); Jazz (21½ minutes, 1969); The Music of Africa (22 minutes, 1967); The Music of India (22 minutes, 1969); The Music of Japan (22 minutes, 1967); The Music of Latin America (20 minutes, 1969); The Music of the Middle Ages (20 minutes, 1968); The Music of the Middle East (21 minutes, 1968); BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

The Humanities Films: Their Aims and Uses (movie, 16mm, 29 minutes, sound, color), Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611, 1967.

Social Recreation

Folk Dance Today (movie, 16mm, 16 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404.

Juvenile Delinquency

Alcohol and You (movie, 16mm, 28 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1967.

Defining and Assessing the Psychopath: A British View (reel [075539-6], cassette [081226-8], 37 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1968.

Disturbed Children: Reflections of the American Scene (reel [075608-2], cassette [081323-X], 29 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1968.

Drugs: The First Decision, BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, for future release.

LSD: Insight or Insanity? (movie, 16mm, 28 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1968.

Marijuana (movie, 16mm, 34 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1968.

Mental Illness, Delinquency and Creativity (reel [075455-0], cassette [081377-9], 20 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1968.

Speedscene: The Problem of Amphetamine Abuse (movie, 16mm, 17 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

Up Pill, Down Pill (movie, 16mm, 23½ minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1970.

You, Youth and Delinquency (reel [075904-9], cassette [081163-6], 36 minutes), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1964.

Poverty

Black and White Uptight (movie, 16mm, 35 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1969.

Minority Youth (all 16mm movies, sound): Adam—Shoshone Indian (10 minutes, color); Akira—Japanese (14 minutes, color); Augie—Mexican-American (10 minutes, color); Felicia—Black (11 minutes, black and white); BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1971.

Operation Head Start (movie, 16mm, 16 minutes, sound, black and white), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1966.

Portrait of a Disadvantaged Child (movie, 16mm, 16 minutes, sound, black and white), McGraw-Hill Book Company—McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020, 1965.

Volunteers for Head Start (movie, 16mm, 7 minutes, sound, color), U.S. National Audio-Visual Center, National Archives and Records Service, Washington, D.C. 20409, 1966.

War on Poverty . . . A Beginning (movie, 16mm, 26 minutes, sound, black and white), Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611, 1967.

Personal and Social Development

Behavior Theory in Practice: Part I (movie, 16mm, 20 minutes, sound, color), Appleton-Century-Crofts, Film Library, 267 West 25th Street, New York, New York 10001, 1965.

Behavioral Research: Film No. 6, Understanding Human Behavior Series (movie, 16mm, 29 minutes, sound, black and white), University of Minnesota Audio-Visual Education Service, Room 55, Wesbrook Hall, Minneapolis, Minnesota 55455, 1959.

Marijuana: The Great Escape (movie, 16mm, 20½ minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1970.

Occupation: Student (movie, 16mm, 18 minutes, sound, color), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1970.

Someday I'll Happy Be (movie, 16mm, 28 minutes, sound, black and white), Bellefaire Public Relations Department, 22110 Fairmount Boulevard, Cleveland, Ohio 44118, 1967.

The Action-Self and the Idealized-Self: Film No. 9, Understanding Human Behavior Series (movie, 16mm, 30 minutes, sound, black and white), University of Minnesota Audio-Visual Education Service, Room 55, Wesbrook Hall, Minneapolis, Minnesota 55455, 1959.

The National Smoking Test (movie, 16mm, 51 minutes, sound, black and white), BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404, 1968.

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Garrett, A. Interviewing: Its principles and methods (2nd ed.). New York: Family Service Association of America, 1972.

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Matson, M. B. Field experience in undergraduate programs in social welfare. New York: Council on Social Work Education, 1967.

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Dea, K. L. The instructional module: Its uses for beginning teachers in undergraduate programs in social welfare. New York: Council on Social Work Education, 1971.

Dea, K. L. New ways of teaching social work practice. New York: Council on Social Work Education, 1972.

Rothmann, J., & Jones, W. A new look at field instruction: A manual of teaching helps. New York: Association Press, 1971.

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Barker, R. L., Briggs, T. L., & Daly, D. B. Educating the undergraduate for professional social work roles (Manpower Monograph 3). Syracuse, N.Y.: Syracuse University School of Social Work, n.d.

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Combs, A. W., Avila, D. L., & Purkey, W. W. The helping relationship sourcebook. Boston: Allyn & Bacon, 1971.

SOURCES OF CAREER OPPORTUNITIES AND EDUCATIONAL DEVELOPMENT INFORMATION

Career Center for Social Services, 225 Park Avenue South, New York, New York 10003.

Center for Human Services Research (Dr. John True, Room 212; Harriet Lane, Obs. 2), Johns Hopkins Hospital, 601 North Broadway, Baltimore, Maryland 21205.

Community Development Training Division, U.S. Department of Housing and Urban Development (A. L. Nellum and Associates), 1025 Connecticut Avenue, N.W., Washington, D.C. 20201.

Community Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201.

Minnesota Resource Center for Social Work Education, 731 21st Avenue South, Minneapolis, Minnesota 55404.

National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151.

SOURCES OF ADDITIONAL INFORMATION AND ASSISTANCE

Council on Social Work Education, 345 East 46th Street, New York, New York 10017. (Associate membership in the Council on Social Work Education is available to associate degree granting institutions. Such membership entitles the college to receive publications, attend meetings and receive other services of CSWE.)

National Association of Human Services Technologies, 1127 11th Street, Sacramento, California 95814.

National Association of Social Workers—National Commission for Social Work Careers, 600 Southern Building, 15th and H Streets, N.W., Washington, D.C. 20005.

National Conference on Social Welfare, 22 West Gay Street, Columbus, Ohio 43215.

SECTION 1.9
Selected Teaching-Learning Activities

This section provides the instructor with lists of possible activities for use in a social service occupations training program. Activities are divided into two groups: Teacher Management Activities and Student Learning Activities. These activities, and similar ones which can be developed at the local level, can be used as one part of learning activity packages. Section 1.6 describes a step-by-step method for developing a learning activity package.

TEACHER MANAGEMENT ACTIVITIES

Arrange for small group discussions of key points; for example, physical and social needs, goals, and motives.

Divide the class into small groups and conduct role-playing situations, such as: a client talking to a social service aide about his eligibility for financial assistance. Show how cultural differences influence psychological or social motives.

Invite experts in the fields of human behavior to talk to your class. Have them discuss topics such as the biological and psychological motives for behavior.

Have the students write short essays on physical and/or psychological motives and how they direct behavior.

Encourage individual study in the area of motivation and needs.

Show films on motivation, such as "Unconscious Motivation" and "Crisis in the Classroom." Have students talk about movies they have seen illustrating how needs influence behavior.

Assign a unit paper to discuss reasons why understanding motivational factors can make one a better social service employee.

Show the film "Low View from a Dark Shadow" and discuss with the class how the attitudes that social service aides have toward clients affect the aide-client relationship.

Have the class develop a list of the important factors to consider when communicating with a client on his or her first call to a social service agency.

Set up a role-playing assignment with social service aides interviewing clients in need of financial and/or emotional help. Each student should be allowed to role-play as a client and as an aide.

Arrange to have the class debate such statements as: Social service aides should solve the clients' problems for them and not let the clients choose their own solutions.

Assign an essay on the following question: When asking clients questions, what effect do you feel jargon and prying have upon the client-aide relationship?

Have the students identify the types of problems people handle in social service agencies.

Divide the class into small groups, and have them discuss the short- and long-range goals of various social service agencies in your community.

Establish teams to debate such statements as: The primary goal of a social service agency is to make every person fully independent.

Arrange to have a person or persons available at a local social service agency to talk to students about agency operations.

Show films on social services, such as "Social Worker," "What's the Answer to Slums," or "The Welfare Revolt." Encourage class discussion afterwards.

Assign an essay on the relationships between the needs of clients and the services rendered by employees in social service agencies.

Have the students identify the social characteristics of the clients served by a local social service agency.

Provide examples of membership groups and reference groups, and discuss the differences and similarities between them.

Encourage discussion on such points as group pressures and values.

Show films on group processes, such as "What Will Patty Do? (Group Pressure)," "Anatomy of a Group," and "Diagnosing Group Operation."

Assign written exercises on the role of status and its effect on group communication.

Arrange role-playing exercises on such leadership styles as authoritarian, democratic, and laissez-faire.

Encourage small group discussions on the type of group atmosphere a particular leadership style evokes.

Discuss with the class the concept that leadership style affects group communications.

Divide the class into small groups and have each group come up with its own list of the three most important characteristics of effective leaders.

While listening to role-playing exercises of different leadership styles, use a rating sheet to evaluate the effectiveness of each leader. Encourage the students to use rating sheets also.

Discuss with the class the various types of work performed by social service aides in public service agencies.

Discuss the problem-solving steps an aide might use to help a community group solve a problem.

Have the class prepare a notebook containing specific techniques or strategies that could be used to recruit clients for a social service agency.

Show films on urban communities, such as "The Changing City" or "How to Live in a City," and discuss social service aide effectiveness afterwards.

Organize the class into small groups for discussion purposes of such topics as Attitudes of Aides, Community-Aide Relationship, or Community Meeting Procedure.

Have the students role-play as a community group. Assign different students to act as the social service aide setting up the group meeting.

Have the students distinguish between race and culture.

Encourage discussion of questions such as: What is racial purity? Does cultural enrichment increase I.Q.?

Allow students to conduct attitude surveys to explore the relationships between socioeconomic status and prejudicial attitudes towards certain cultures.

Give presentations using transparencies on cultural factors, such as: Cultural Differences, Culture, U.S. Citizen, American Subculture, and Law Enforcement Officials Represent our Culture.

Encourage the students to discuss the concept that culture is an environment produced by humans.

Show, and encourage discussion after, films and phonodiscs on cross-cultural differences; for example, "Culture and Crime," "Time for Ideas," "What Determines Taste?," and "The Development of Culture."

As a writing exercise, have the students create a new culture of their own, making up customs and folkways.

Bring in social service workers who work with different cultural groups and have them discuss the unique behavior patterns of these different cultural groups.

Encourage students to discuss the questions and points presented above; for example, the relationship of feelings to behavior.

Have the class, in small groups, debate various ways of looking at human behavior (e.g., people are good, evil, neutral, or a combination of the three).

Plan writing activities to show how understanding human behavior can help trainees work in social service more effectively.

Bring social service workers into class to discuss the relationship between behavior and getting along, on and off the job.

If possible, arrange for some students to gain work experience in social service. Obtain feedback from the trainees' supervisors, and from the trainees, on how well they are using their knowledge of behavior at work.

STUDENT LEARNING ACTIVITIES

List four examples of people's feelings about asking for or receiving help from a social service employee.

Write a brief overview of the complexities of human behavior. Include some personal experience.

In a small-group discussion period, describe a personal value belief; include how you feel it affects your behavior.

As a member of a small group, choose a way of looking at human behavior; for example, people are good, evil, neutral, or a combination of the three. Debate your viewpoint with different groups.

Listen to experts in human behavior (such as counselors and psychologists) and be prepared to discuss the main concepts of their fields.

Discuss the natures and causes of prejudice and try to come up with solutions.

Identify several demands on employees who work in social service agencies which might not be made on employees in other fields.

Write a short essay describing why understanding of human behavior will help to make a person a better public servant, both on and off the job.

Through some form of part-time work experience in social service, use the knowledge and attitudes on behavior developed in class to understand people effectively as judged by your supervisor.

Discuss in small groups the meaning of such terms as: physical and social needs, goals, and motives.

Through individual study, explore articles on motivation and needs.

View films such as "Unconscious Motivation" and "Crisis in the Classroom." Show how motives influenced the behavior patterns of the individuals portrayed.

Depict a typical situation by role-playing; for example, a client talking to a social service aide and applying for financial assistance. Illustrate how cultural differences can influence psychologically or socially learned motives.

Prepare a paper on the reasons why a person is a better social service employee if he or she understands motivational factors.

Arrange for a meeting with a psychologist or guidance counselor and ask him or her questions about the differences between physical and psychological motives.

Write a short summary of physical motives, explaining the human balancing mechanisms.

Write a short summary of psychological or social motives and explain the human balancing mechanisms.

Discuss in small groups those motives you consider inherited and those you consider learned.

Have class discussions, led by social service workers, about the reasons why it is important to understand motivational factors on the job.

View the film "Low View from a Dark Shadow" and discuss what attitudes you feel social service workers should have about their jobs.

Develop a list of the important factors to keep in mind when communicating with a client on his or her first contact with a social service agency.

Role-play as a social service aide interviewing a client who is asking for financial help. Each student should have an opportunity to be both the aide and the client.

Debate the statement: Social service aides should solve clients' problems for them and not let clients choose their own solutions.

Write a short essay on this question: When asking clients questions, what effect do you feel jargon and prying have upon the client-aide relationship?

Role-play the following individual assistance skills in a simulated social service agency: intake, screening, referral, information giving, and home visiting.

In small groups, discuss how you would tactfully tell a client that he or she is not eligible for the services of your particular agency.

Visit a local social service agency and interview a worker concerning the individual assistance skills he or she uses with clients.

List at least eight different kinds of groups.

Identify distinguishing characteristics of membership groups and reference groups.

In small groups, discuss how group pressures and values might inhibit or facilitate communication.

Write an essay on the role of status in relation to the amount of communication an individual might receive in a group.

View and discuss films on group processes, such as "What Will Patty Do? (Group Pressure)," "Anatomy of a Group," and "Diagnosing Group Operation."

Role-play the various types of leadership styles by simulating an authoritarian, democratic, and laissez-faire group leader.

Discuss how a particular leadership style might affect group communications.

Develop a list of the three most important characteristics of a group leader.

Debate the following statement: Leaders cannot both inspire and direct at the same time.

List examples of nonmaterial and material components of your own culture.

View and discuss films or phonodiscs on culture, such as "Culture and Crime," "Time for Ideas," "What Determines Taste?," and "The Development of Culture."

Create a new culture. Make up your own rules, style of dress, etc.

Debate the following statement: Human behavior is not affected by culture.

Compile a list of the advantages and disadvantages of believing that your culture is the best.

Write up a community description of a particular culture within your own community.

Develop critical incidents from the area of social service and discuss the possible reactions to these situations.

Role-play as a social service worker or minority cultural member using a critical incident situation.

Determine the short- and long-range goals of a local social service agency in your community.

Debate the following statement: The primary goal of a social service agency is to make every person fully independent.

Go to a social service agency in your community and obtain answers to these questions: Was the agency established by federal, state, or local law? If not by any of the above, how was it established? What are the sources of funds for this agency? Public, private, or a combination of both? How are clients selected? How do the sources, availability of funds, and legislation, if any, affect the services of this agency?

View and discuss films on social service agencies, such as "Social Work," "What's the Answer to Slums," or "The Welfare Revolt."

Evaluate a social service agency in your community in these areas: Are goals related to needs? Do programs reach goals? What say do clients and staff have in the services provided by the agency? What are the educational and experience qualifications for the social service staff? How are aides and neighborhood workers utilized?

Write a short essay on the relationships between the needs of clients and the services rendered by employees in social service agencies.

List the social characteristics of clients using a local social service agency. Include such factors as: income, race, ethnic group, education, housing, employment status, family composition, age, health, and birthplace.

List the difference between the racial and cultural characteristics of people.

Discuss questions such as: What is racial purity? Does cultural enrichment increase I.Q. scores?

Conduct a survey of students' attitudes toward a particular culture. Find out about the income and occupations of the students' parents first, and then compare the results from the attitude survey with the social and economic standing of the students' parents. Ask such questions as: Would you object to having a qualified _____ (Mexican-American, Black, Chinese-American, etc.) as a: fellow student? employer or employee? teacher? doctor? lawyer? police officer? firefighter? neighbor? Tabulate the survey results, and correlate them with the social and economic status of the people responding. Use these results to initiate class discussions on cultural differences and the causes of prejudice.

Investigate your own national origins to discover the reasons your ancestors left their homeland.

Discuss environment to show how it reflects culture. Look for similarities and differences in food, art, speech, religion, clothing, attitudes.

Demonstrate through pictures from such magazines as Ebony, Good Housekeeping, etc., or by color sketches, how clothing reflects one's culture.

Develop a chart showing on one side your major values, beliefs, and attitudes; on the opposite side show how these factors affect your behavior and culture.

List the various types of community work performed by social service aides.

View films on urban communities, such as "The Changing City" and "How to Live in a City." Discuss why social service aides should know about urban communities to be more effective as aides.

Participate in a serious game (for example, Simulation Games: Ghetto) to recognize the importance of trying to understand clients' feelings and attitudes.

Use case studies (for example, "A Camel is a Horse Designed by a Committee," "Progress City," or "The Aide Meets Success") to better understand the role of the social service aide in working with community organizations and groups.

In small groups, discuss the relationship of the social service aide to the community group he or she serves.

Prepare a notebook outlining specific strategies you would use to recruit clients for a social service agency.

Role-play as a social service aide setting up a meeting. Use your class as the community group.

Write a one-page outline showing the problem-solving steps you would utilize to help a community group solve a problem.

PART TWO

GUIDE FOR STUDENT SELECTION AND PLACEMENT IN THE TRAINING PROGRAM

SECTION 2.1
How to Use Part Two of the Guide

Part Two of the guide offers the school guidance counselor social service career information and a recommended set of steps that can be used to determine criteria for student selection and placement in the training program. The guidance counselor should become familiar with the sections presented in Part Two so that effective guidance activities, corresponding to the intent of the curriculum, can be carried out. In addition, Sections 1.2 and 1.3 of Part One are essential to the guidance process and should be reviewed by the guidance counselor.

STEP 1: Review how the guide was developed. Read Section 1.2, "How the Guide Was Developed," to gain a thorough understanding of the structure and development of the guide and to become familiar with these key concepts and terms: occupational analysis, career ladder, worker trait group, task statement, task inventory, and general knowledge concept.

STEP 2: Review the information on the social service career field. Read Section 1.3, "General Job Description: Social Service Aide," for a comprehensive overview of the career field, descriptions of the type of work performed at the entry level, employment forecasts, and other important social service career information.

STEP 3: Know the use and function of the Dictionary of Occupational Titles. If you have not already done so, you should become familiar with the use and function of the Dictionary of Occupational Titles and its supplements, which are available from the U.S. Department of Labor. These documents are the foundation upon which the social service training program and guidance activities are built.

STEP 4: Study the social service qualifications profile. Section 2.3, "Qualifications Profile for the Entry-Level Social Service Aide," presents a composite profile of the entry-level worker and is based on four major worker trait groups from the Dictionary of Occupational Titles. This profile can be used in preliminary screening activities and counseling students who want to enter the training program. Section 2.5, "Worker Trait Codification System," explains in full the knowledge, aptitude, and interest levels associated with the worker trait groups.

STEP 5: Determine the General Educational Development (GED) level of students. One part of the qualifications profile is a suggested level of competence related to general educational development. Section 2.2, "Career Guidance for Social Service Occupations," includes a description of the General Aptitude Test Battery (GATB) which can be used to determine the GED level of students as well as their aptitudes and interests.

STEP 6: Use the Advanced General Education Program for GED remediation. Section 2.4 provides a description and list of instructional units contained in the Advanced General Education Program. All or parts of this program can be used for remediation purposes based on the administration of the GATB.

STEP 7: Provide guidance for students who leave the program or who do not qualify. The results of the GATB, when used in conjunction with the qualifications profile, provide a useful starting point for counseling students who drop out of the program or whose interests, aptitudes, and GED level do not seem appropriate for the social service career field.

STEP 8: Coordinate your guidance activities with the instructor. Review the sections in Part One of the guide to gain an understanding of how the curriculum and instructional development activities correspond to the recommended guidance activities. Discuss student selection and placement activities with the instructor in order to better coordinate your efforts.

SECTION 2.2
Career Guidance for Social Service Occupations

Part Two of this guide is based on an extensive pool of career and job information maintained by the U.S. Employment Service and the Department of Labor. This and associated information is widely used by federal, state, and local governments, industry, private agencies, companies and institutions in hiring and placing workers and in defining worker duties, tasks, and activities.

By using Part Two in conjunction with the General Job Description (Section 1.3) and the Inventory of Job Tasks (Section 1.4), the guidance counselor will be able to:

- provide students with useful career decision-making information based on their interests, aptitudes, and previous educational experience.
- determine the General Educational Development (GED) level of individual students as it relates to the social service field.
- determine the prerequisite learning needs of a student prior to his or her placement in the social service program.

The guidance materials are a response to the many social factors which converge to stimulate interest in the career development needs of young people. All of these factors have in common the search for a set of values which will give meaning and usefulness to students' lives. Among the most important of these social factors are:

- the growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to choose a career.
- the increasingly rapid rate of technological change which demands human adaptability and responsiveness.
- the increasing national concern for developing all human talent regardless of sex, age, religion, or ethnic origin.
- the need for specialized training to obtain entry-level jobs.
- the apparent disenchantment expressed by students who have difficulty relating their education to their lives.

The evolving view of a job is that it should be considered as one step in an integrated, life-long career. A job is a step on a career lattice involving both horizontal and vertical dimensions: horizontally, it involves a pattern of choices at one point in time; vertically, it involves choices over a period of time.

Career guidance for social service occupations should not be viewed as a static, tradition-based set of services that assists students in making simple occupational choices. Guidance must be developed from an initial assessment of the present and future career needs of students and must account for changes in the career field that could affect the development and fulfillment of students' expectations. The content of a guidance program can be organized in many ways to facilitate the student's development. Whatever its form, however, the program ultimately should encourage a student to assume responsibility for his or her own career development.

A career guidance program based on the counselor's experience, expertise, and use of the information presented here will help the student assimilate and integrate knowledge, experience, and appreciation related to the following career development efforts:

- self-understanding, which includes a person's relationships to his or her own characteristics and perceptions, to others, and to the society.

- an understanding of the world of work and those factors that affect its constant changing, including worker attitudes and disciplines.

- an understanding of the many factors to be considered in career planning.

- an understanding of the information and skills necessary to achieve self-fulfillment in work and leisure.

Section 2.2 is intended to facilitate the process of placing students in the social service career training program. It provides techniques for determining the General Educational Development (GED) level of an individual and relating it to the GED level required for the job. Also presented is a description of the General Aptitude Test Battery, which can be used to determine students' aptitude and interest levels.

DEFINITION OF GENERAL EDUCATIONAL DEVELOPMENT*

General Educational Development (GED) can be defined as education of a general academic nature, ordinarily obtained in elementary school, high school, or college, which does not have a recognized, fairly specific occupational objective; this type of education also may be derived from experience or self-directed study. GED is composed of three types of development: reasoning, mathematical, and language.

Reasoning development involves the capacity to comprehend concepts and systems, solve problems, exercise judgment, and understand and carry out instructions, as well as to adapt to social and work environments.

Mathematical development is the acquisition of basic mathematical skills, not specifically vocationally oriented, such as solving arithmetic, algebraic, and geometric problems.

Language development includes the acquisition of language skills, not specifically vocationally oriented, such as mastery of an extensive vocabulary; use of correct sentence structure, punctuation, and spelling; and an appreciation of literature.

Mathematical and language development are "tool languages" which, although not specifically vocationally oriented, involve basic preparation for specific vocational goals. The descriptions of the various levels of language and mathematical development (see Section 2.5) are based on the curricula being taught at specified grade levels in schools throughout the country. An analysis of mathematics courses in the school curricula revealed distinct levels of progression in the primary and secondary grades and in college. These levels of progression facilitated the selection and assignment of six levels of GED for the mathematical development scale.

Though language courses follow a similar pattern of progression through completion of high school, consisting primarily of learning and applying the principles of grammar, this pattern breaks down at the college level. The diversity of fields of study at the college level precluded establishment of distinct levels of language development for these four years. Consequently, both GED Level 5 and Level 6 are defined by one language curriculum.

USING THE GED LEVELS FOR STUDENT PLACEMENT

In matching the student to the occupational program, it is essential to obtain all occupationally significant information about the student. Appraisal of the student in terms of his or her GED is based on such data as:

- school achievement, including grade level attained, subjects studied, standing in class, and honors or special recognition in specific subjects.

- special courses, either military or civilian.

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* Excerpted from "Relating General Educational Development to Career Planning," U.S. Dept. of Labor, Manpower Administration.

- results of tests which measure the degree of academic achievement or general intelligence.
- vocational and personal achievements in any previous work situations.
- general demeanor and ability to communicate.

These data can be related to an appropriate academic level on the GED chart in Section 2.5. For example, a student who has completed the eighth grade in school and achieved a B average in arithmetic, with C's and B's in other subjects, appears to be at an academic level which relates to GED Level 3.

If more information is needed to make a final determination, the guidance counselor can probe into the courses studied by the student to insure that the school curriculum meets the standards reflected in the curriculum for Level 3 on the GED chart. It should be remembered that a student sometimes has a higher educational development than his or her formal education presupposes, and in such a case he or she should be identified at a higher, more appropriate level.

The primary purpose of determining the GED level of a student is to provide a criterion for use with other information in relating him or her to suitable vocational goals, whether through immediate employment or through additional education and training. All information about the student—the evaluation of his or her aptitudes, interests, and personality characteristics, GED level, and any test results—can be related to areas of work, groups of jobs, and specific jobs in the Worker Traits Arrangement of the Dictionary of Occupational Titles. The most important information relating to social service occupations and worker trait groups is presented in Section 2.3. (A more detailed description of the worker trait codification system appears in Section 2.5.)

The qualifications profile in Section 2.3 includes the GED reasoning, mathematical, and language development levels required for entry-level social service aides. These GED levels indicate the degree of educational development, formal or otherwise, which the worker should possess for average satisfactory job performance. By relating the GED level of the student to that required for jobs in social service, the guidance counselor can do a better job of helping students select vocational goals.

The subject matter areas listed in the GED chart in Section 2.5 can be used in planning basic or supplementary general education for students in the social service occupations training program or advising a student on the educational basis required for functioning in this career field.

The GED levels listed in the qualifications profile in Section 2.3 constitute the prerequisites for effective job performance at the entry level of social service work. Should the prerequisite GED be missing in a candidate for social service aide training, then the student should be directed to a more appropriate program of occupational training.

If the student is selected for the social service aide program on the basis of other criteria, then steps must be taken to provide him or her with academic training that will raise his or her GED to the desired level. Otherwise, the student will be handicapped in his or her ability to handle the course content of the training program and to perform the required duties and tasks while on the job.

A student who is deficient in prerequisite GED should be encouraged to participate in the Advanced General Education Program (see Section 2.4) either before becoming involved in training or during the social service aide training program.

GENERAL APTITUDE TEST BATTERY

Another useful tool in placing students in the social service occupations training program is the General Aptitude Test Battery (GATB). The GATB was developed in conjunction with the occupational counseling services of the U.S. Employment Service. According to its developers, the GATB "is designed to measure several aptitudes which have been found important to success in many occupations." The battery is used

primarily as an aid in the more effective placement of applicants who have insufficient job experience. Various state agencies, in cooperation with local school authorities, have been extending the application of the battery to the counseling of high school students.

The battery consists of 15 tests: 11 paper-and-pencil and four apparatus tests. It requires approximately 2½ hours for completion. The tests are designed to measure nine basic aptitudes for 20 fields of work including approximately 2,000 of the occupations classified in the Dictionary of Occupational Titles (D.O.T.). The nine aptitudes are: Intelligence (G), Numerical (N), Verbal (V), Spatial (S), Form Perception (P), Clerical Perception (Q), Motor Speed (T), Finger Dexterity (F), and Manual Dexterity (M).

The four worker trait groups identified in this guide as important to the social service occupations field are derived from the D.O.T. and thus can be used in conjunction with the GATB. For more information on obtaining, administering, and interpreting the results of the General Aptitude Test Battery, contact the local office of the Illinois State Employment Office.

SECTION 2.3
Qualifications Profile for the Entry-level Social Service Aide

The qualifications profile contained in this section of the guide is based on an analysis of four of the 114 worker trait groups contained in the Dictionary of Occupational Titles and supplemented by the Handbook for Analyzing Jobs and the Handbook on Relating General Educational Development to Career Planning. All three documents are publications of the U.S. Department of Labor.

Through an examination of existing social service curricula it was found that nearly all were heavily oriented toward the behavioral sciences. However, when the job of social service aide was defined through employer interviews and an analysis of actual job requirements, it was found that the tasks related to behaviorally oriented course content accounted for only about 20% of the total number of tasks performed. On the other hand, skill in interviewing, corresponding, gathering, verifying, and dispensing information were equally important and in many agencies more important to successful performance.

Consequently, the four worker trait groups identified, and the task inventories developed around them (see Section 1.4), were seen as a natural basis upon which to select students for training, develop courses of instruction, and provide career counseling.

Worker traits are defined as the abilities, personal traits, and individual characteristics necessary for a worker to achieve average successful job performance. The four worker trait groups judged as most important to successful performance as a social service aide are: Worker Trait Group 1, Counseling and Guidance; Worker Trait Group 2, Information Gathering; Worker Trait Group 3, Corresponding and Related Activities; and Worker Trait Group 4, Information Giving.

These four groups were selected because they provide the broadest and most comprehensive framework for the effective presentation of worker trait information in the social service area. Within this framework, the guidance counselor will find in this section a qualifications profile which indicates:

- the amount of general educational development and specific vocational preparation a worker must have.
- the specific capacities and abilities required of the worker in order to learn or perform certain tasks or duties.
- preferences for certain types of work activities or experiences considered necessary for job success.
- types of occupational situations to which an individual must adjust.
- physical activities required in work situations.
- physical surroundings prevalent in jobs.

This section also provides for each worker trait group a breakdown of the work performed, major worker requirements, and clues for relating program applicants to job requirements. All of this information can be used for placing students in or orienting them to the social service training program, when used in conjunction with the General Job Description (Section 1.3) and the Inventory of Job Tasks (Section 1.4).

QUALIFICATIONS PROFILE

The qualifications listed for successful performance as an entry-level social service aide are minimally acceptable standards of accomplishment necessary at that level.* (Section 2.5, "Worker Trait Codification System," presents a complete explanation of the levels and codification system used.)

The qualifications listed do not relate to performance requirements existing at higher levels within the career field. In order to progress within the field of social service, the student must have the ability to attain higher level capabilities through a combination of training and work experience so as to progress up the career ladder.

General Educational Development (GED) Requirements

Reasoning Development, Level 3:	Applies common-sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deals with problems involving several concrete variables in or from standardized situations.
Mathematical Development, Level 2:	Add, subtract, multiply and divide all units of measure. Perform the four operations with common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.
Language Development, Level 3:	**Reading.** Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules and instructions. **Writing.** Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech. **Speaking.** Speak before an audience with poise, voice control, and confidence, using correct English and a well-modulated voice.

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* It was necessary at times to update and/or modify the Department of Labor information in order to reflect new employment conditions and the realities of training. However, the basic organization and intent of the system developed by the Department of Labor and reflected in the Dictionary of Occupational Titles has been carefully followed. Critical commentary dealing with the development and utilization of the D.O.T. documents points to certain unavoidable limitations, as well as to strengths. An intent to avoid the former and take advantage of the latter underlies the development of the guide for social service occupations and accounts for the modifications of this information.

Specific Vocational Preparation (SVP) Requirements

Level 5: Possesses training over six months up to and including one year so as to perform assigned duties in the organization, to gain knowledge and experience for promotion to next level positions. Observes techniques utilized by experienced workers, learns line and staff functions of each department, and becomes familiar with management policies and viewpoints as they affect each phase of operations.

Aptitude (APT) Requirements

Intelligence (G): General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Level 4 Capability: Assists in care of clients under the direction of the social service staff. Intelligence is required to: learn client care handling and social service agency routine; understand and carry out orders correctly; and use reason and judgment in handling clients, noting clients' condition, and reporting information relating to clients.

Verbal Aptitude (V): The ability to understand the meaning of words and to use them effectively. The ability to comprehend language and to understand relationships.

Level 2 Capability: Verbal aptitude is required to: read and understand statements of operations and procedural routines of various agencies; discuss agency goals and objectives; explain agency requirements and procedures to clients; acquire and dispense information; interview clients and verify information; and read and comprehend basic concepts and values of the social sciences.

Numerical Aptitude (N): The ability to perform arithmetic operations quickly and accurately.

Level 3 Capability: Numerical aptitude is required to: compute costs; interpret statistics; recognize computational errors; and estimate and approximate.

Clerical Perception (Q): The ability to perceive pertinent detail in verbal or tabular material; the ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception is required in many activities even when the activity does not have verbal or numerical content.

Level 2 Capability: Clerical perception is required to: perform a variety of clerical duties, such as filing correspondence, records, and reports; typing letters and reports; preparing bills; compiling reports; addressing, sorting, and distributing mail; tabulating and posting data in record books; keeping inventory records; and giving information.

Interest (INT) Requirements

Factor 2: Situations involving activities of business contact with people.	is preferred over	**Factor 7:** Situations involving activities of a scientific and technical nature.
Factor 4: Situations involving working with people for their presumed good, as in the social welfare sense, or dealing with people and language in social situations.	is preferred over	**Factor 9:** Situations involving activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques.
Factor 6: Situations involving activities concerned with people and the communication of ideas.	is preferred over	**Factor 1:** Situations involving activities dealing with things and objects.

Temperament (TEMP) Requirements

Situation Type 5: Involves the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

Situation Type 9: Involves the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

Situation Type O: Involves the evaluation (arriving at generalizations, judgments, or decisions) of information against measurable or verifiable criteria.

Situation Type Y: Involves the precise attainment of set limits, tolerances, or standards.

Physical Demands

Light physical demands associated with

Factor 4: Reaching, handling, fingering, and/or feeling
Factor 5: Talking and/or hearing
Factor 6: Seeing

WORKER TRAIT GROUP DESCRIPTIONS

Worker Trait Group 1:
Counseling and Guidance (.108; .208)

Work Performed. Work activities in this group primarily involve assisting in counseling individuals or groups in the solution of occupational, educational, personal, or social problems. Typical situations include assisting prison parolees in gaining employment and adjusting to society; counseling high school students about career opportunities or higher education opportunities; counseling frustrated or unhappy workers or jobseekers in their search for more fulfilling work; and assisting troubled individuals or families in normal social adjustment and development.

Worker Requirements. An occupationally significant combination of the following is required at the entry level: sympathetic attitude toward the welfare of others; verbal facility to relate to people at all levels; capacity to absorb training and apply knowledge to the solution of diverse problems; organizational ability in assisting in the planning and directing of guidance programs; tact, poise, and general demeanor that tends to inspire confidence and esteem.

Clues for Relating Program Applicants to Job Requirements. Examples of primary clues include: volunteer welfare work for a local church group, expressed preference for public contact work, and membership in a school debating club.

Worker Trait Group 2:
Information Gathering (.368)

Work Performed. Work activities in this group primarily involve collecting information and checking it for accuracy or consistency. Carrying out prescribed actions in relation to the information is occasionally involved. Information is usually obtained or verified by personal or telephone interview or by observation. The performance of clerical tasks, such as record-keeping, is frequently involved.

Worker Requirements. An occupationally significant combination of the following is required at the entry level: verbal facility and the ability to relate to people in order to tactfully acquire information and create a good impression; attention to detail in reviewing records and avoiding errors; numerical ability for situations involving accounts and other numerical records; and a liking for public contact work.

Clues for Relating Program Applicants to Job Requirements. Examples of primary clues include: volunteer work answering questions on voter requirements during a political campaign, success in public speaking courses in high school, and part-time work gathering personal data on registration cards at school.

Worker Trait Group 3:
Corresponding and Related Work (.288; .388)

Work Performed. Work activities in this group primarily involve preparing correspondence, reports, forms, and other documents and examining, editing, and recording verbal information or written material.

Worker Requirements. An occupationally significant combination of the following is required at the entry level: a good vocabulary and facility with language; attention to detail; application of precise standards, techniques, and mechanics of good grammar, spelling, and punctuation; and the ability to organize data in logical sequence when composing correspondence and other material.

Clues for Relating Program Applicants to Job Requirements. Examples of primary clues include: good vocabulary during interview, good grades in appropriate courses such as business and English, and experience as a corresponding secretary in school or in a community organization.

Worker Trait Group 4:
Information Giving (.168; .268)

Work Performed. Work activities in this group primarily involve making information available to interested individuals or groups; dispensing information in response to or in anticipation of direct or indirect inquiries; and dispensing information related to the correct interpretation of agency or governmental rules and regulations.

Worker Requirements. An occupationally significant combination of the following is required at the entry level: verbal facility to converse with people at varied levels; ability to deal tactfully with people to put them at their ease and gain their confidence in answering inquiries; numerical ability and clerical perception to avoid errors in recordkeeping and referral to written matter; ability to reason analytically and organize facts when asking and answering questions; and a neat appearance, poise, and composure.

Clues for Relating Program Applicants to Job Requirements. Examples of primary clues include: part-time job as an information clerk; expressed preference for public contact work; and a neat appearance, poise, and good verbal expression as demonstrated in an interview.

SECTION 2.4
The Advanced General Education Program

The Advanced General Education Program is designed to teach an individual the information, concepts, and general knowledge required to pass the American Council on Education's High School General Education Development (GED) Test. All students who enter a training program with, or who subsequently attain, qualifying scores on the Advanced Stanford Achievement Test should be encouraged to enter and complete this program if they do not have the prerequisite GED level required for effective performance in the training program. See Section 2.2 for information on determining the GED (General Educational Development) level of students.

The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: correctness and effectiveness of expression, interpretation of literary materials, social studies, natural sciences, and general mathematics.

It should be stressed that the program is very comprehensive and will meet the learning needs of the vast majority of students who qualify for participation (those who have a sixth-grade mathematics and a sixth-grade reading ability as a minimum).

The program has been designed to require little routine teacher attention. Instructions for placement of materials are included in a teacher's manual along with detailed administrative directions. Once students have become familiar with this placement and with the procedures for taking the lessons and grading their own mastery tests, instructor assistance should be required only when students encounter difficulties they cannot themselves resolve and when progress is to be recorded.

The curriculum of the Advanced General Education Program is designed to provide the student with an educational background equivalent to that obtained in the typical high school course of studies, on which the standard high school achievement tests are based.

Emphasis in training is placed on learning concepts, rather than on the test-taking skills which are taught incidentally. The program prepares the student by improving his or her reading ability, increasing vocabulary, providing experience at interpretive tasks, and making him or her broadly familiar with the subject areas covered by the curriculum.

Flexible administration of the program has been accomplished in two primary ways: (1) lesson units do not take more than an hour to complete and (2) periodic screening tests enable the student to either by-pass material he or she may already know or to repeat materials that he or she did not learn sufficiently well. The time required to complete all of the lesson materials in the Advanced General Education Program averages 145 hours with a range of 90 to 230 hours.

Below is a complete listing of program materials in the Advanced General Education Program, which can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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* This section has been excerpted from "Advanced General Education Development—A High School Self-Study Program," U.S. Dept. of Labor, Manpower Administration, Job Corps.

TEACHER'S ADMINISTRATIVE MATERIALS

Teacher's Manual
Teacher's Answer Key
Progress Flow Chart

STUDENTS' INTRODUCTORY AND SELF-ADMINISTERED TEST MATERIALS

Student's Handbook
Screening Tests
Unit Tests
Students' Answer Keys

SEQUENCE OF LESSONS IN ADVANCED GENERAL EDUCATION PROGRAM

Level I

Unit 1: Word Roots, Prefixes, Suffixes
Word Context Clues

Unit 2: Map Reading Skills
Climate
Studying Man and the Natural World
Man and His Culture
Reading for Implied Meanings

Unit 3: Production and Consumption
Forms of Government
Reading for Facts, Opinions, and Issues

Unit 4: Basic Economic Systems
Representative Democracy and Political Parties
Reading to Draw Inferences

Unit 5: Craftsmanship and Technology
Government Separation of Powers
Comparisons in Literature

Unit 6: Positive and Negative Numbers
States of Matter: Solid, Liquid, Gas
Properties and Measures of Matter
Energy, Matter, Theory and Law
The Particles and Structure of Matter

Unit 7: Atomic Structure and Chemical Change
Chemical Compounds
Forms of Energy

Unit 8: Solving Fraction Word Problems
Solving Decimal Word Problems
Solving Percentage Word Problems

Level II

Unit 1: Tables and Graphs
Line Graphs

Unit 2: U.S. Colonization to Independence
U.S. Confederation to Constitutional Convention
Framing the U.S. Constitution
Founding Fathers
The Election Process
The Civil War

Unit 3: Industrialization and Growth of the Cities
Immigration
Unions and Management

Unit 4: Reading for Feelings
Reading for Shifts in Feeling
Reading for Character
Reading for Signs of Hidden Character

Unit 5: Words that Paint Pictures
Devices Used in Literature
The Meaning of Literary Devices
Periods and Levels of Writing
Qualities of Good and Bad Writing

Unit 6: What to Look for in Narrative Writing
Interpreting Figurative Writing
Keeping Track of the Subject in Writing
Reading Literature for Understanding

Unit 7: Life Functions and Cells
Cell Structure
Tissues, Organs, Systems
Growth and Nutrition
Metabolism

Unit 8: Algebra
Powers and Roots
Geometry
Number Series

Unit 9: Speed, Acceleration, and Velocity
Force, Mass, and Distance
Types of Motion and Rest
Electricity and Magnetism
Electrical, Magnetic, and Gravitational Fields
The Conservation and Conversion of Energy
Simple Machines and Work
Gas Laws
Principles of Heat Engines
Sound and Sound Waves
Light Waves and Particles
The Behavior of Light Rays

Unit 10: Atomic Structure and Valence
Chemical Bonding
The Table of Elements
Electrolysis
Osmosis

Level III

Unit 1: Free Enterprise and Government Regulation
Social Legislation
Taxes

Unit 2: Free Trade and Tariffs
Capitalism, Communism, Socialism
Nationalism vs. Internationalism

Unit 3: Plants and Photosynthesis
The Human Digestive System
Functions of the Blood
Human Circulation and Respiration
Reproduction of a Single Cell
Reproduction by Male and Female Cells
The Human Reproductive System
Genetics and Heredity
The Nervous System
The Glandular System

Unit 4: Difficult Words to Spell
Sentences and Their Parts
Adjectives and Adverbs
Comparative Forms
Spelling ie and ei Words
Using Negatives Correctly
Using Prepositions and Prepositional Phrases
Spelling ance and ence Words
Subject and Object Pronouns
Possessive and Reflexive Pronouns
Possessive and Plural Nouns
Spelling Confusing Word Pairs
Subject and Verb Agreement
Past Verb Forms
Spelling More Difficult Words

Unit 5: Spelling Endings Added to e
Capitalization
Question Marks and Exclamation Points
Quotation Marks
Spelling Double Letter Demons
Colons and Dashes
Punctuating Series with Commas and Semicolons
More Confusing Word Pairs
Separating Sentence Parts with Punctuation
Other Uses for Commas and Semicolons
More Special Spelling Problems

Unit 6: Spelling More Endings
Matching Sentence Parts
Using the Right Sentence Connectives
More Ways to Make Sentences Effective
Last of the Confusing Word Pairs

SECTION 2.5
Worker Trait Codification System

Worker traits can be defined as those abilities, personal traits, and individual characteristics required for a worker to achieve average successful job performance. This section provides detailed explanations of these worker traits and their levels: General Educational Development, Specific Vocational Preparation, Aptitudes, Interests, Temperaments, and Physical Demands.

This section also provides an explanation of the last three digits of the occupational code numbers used in the Dictionary of Occupational Titles: namely, the relationship of any particular job to Data, People, and Things. All of the information in Section 2.5 has been excerpted from Appendices A and B of the Dictionary of Occupational Titles, Volume II.

GENERAL EDUCATIONAL DEVELOPMENT (GED)

General Educational Development embraces the aspects of education, both formal and informal, which contribute to the worker's reasoning development, ability to follow instructions, and acquisition of "tool" knowledges such as language and mathematical skills. It is education of a general nature which does not have a recognized, fairly specific, occupational objective. Ordinarily such education is obtained in elementary school, high school, or college. It also derives from experience and from individual study. The table on the next page explains the various levels of General Educational Development.

SPECIFIC VOCATIONAL PREPARATION (SVP)

Specific Vocational Preparation includes the amount of time required to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job-worker situation. This training may be acquired in a school, work, military, institutional, or avocational environment. It does not include the orientation training required of every fully qualified worker to become accustomed to the special conditions of any new job. Specific Vocational Preparation includes training given in any of the following circumstances:

- vocational education such as high school commercial or shop training, technical school, art school, and that part of college training which is organized around a specific vocational objective.
- apprentice training, for apprenticeable jobs only.
- in-plant training given by an employer in the form of organized classroom study.
- on-the-job training under the instruction of a qualified worker.
- essential experience in other, less responsible jobs which lead to the higher-level job, or serving in other jobs which qualify.

GENERAL EDUCATIONAL DEVELOPMENT

Level	Reasoning Development	Mathematical Development	Language Development
6	Apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Deal with non-verbal symbolism (formulas, scientific equations, musical notes, graphs, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Apprehend the most abstruse classes of concepts.	Apply knowledge of advanced mathematical and statistical techniques such as differential and integral calculus, factor analysis, and probability determination, or work with a wide variety of theoretical mathematical concepts and make original applications of mathematical procedures, as in empirical and differential equations.	Comprehension and expression of a level to: • Report, write, or edit articles for such publications as newspapers, magazines, and technical or scientific journals. • Prepare and deliver lectures on politics, economics, education, or science. • Interview, counsel, or advise such people as students, clients, or patients in such matters as welfare eligibility, vocational rehabilitation, mental hygiene, or marital relations.
5	Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw conclusions. Interpret an extensive variety of technical instructions in books, manuals, and mathematical or diagrammatic form. Deal with several abstract and concrete variables.		
4	Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.	Perform ordinary arithmetic, algebraic and geometric procedures in standard, practical applications.	Comprehension and expression of a level to: • Transcribe dictation, make appointments for executive and handle personal mail, interview and screen people, and write routine correspondence on own initiative. • Interview job applicants to determine work best suited for their abilities and experience, and contact employers to interest them in services of agency. • Interpret technical manuals as well as drawings and specifications, such as layouts, blueprints, and schematics.
3	Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.	Make arithmetic calculations, involving fractions, decimals, and percentages.	Comprehension and expression of a level to: • File, post, and mail such material as forms, checks, receipts, and bills. • Copy data from one record to another, fill in report forms, and type all work from rough draft or corrected copy. • Interview members of household to obtain such information as age, occupation, and number of children, to be used as data for surveys or economic studies. • Guide people on tours through historical or public buildings, describing such features as size, value, and points of interest.
2	Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.	Use arithmetic to add, subtract, multiply, and divide whole numbers.	
1	Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.	Perform simple addition and subtraction, reading and copying of figures, or counting and recording.	Comprehension and expression of a level to: • Learn job duties from oral instructions or demonstration. • Write identifying information, such as name and address of customer, weight, number, or type of product, on tags or slips. • Request orally or in writing such supplies as linen, soap, or work materials.

The following table describes the nine levels of Specific Vocational Preparation:

Level	Time
1	Short demonstration only
2	Anything beyond short demonstration up to and including 30 days
3	Over 30 days up to and including three months
4	Over three months up to and including six months
5	Over six months up to and including one year
6	Over one year up to and including two years
7	Over two years up to and including four years
8	Over four years up to and including 10 years
9	Over 10 years

APTITUDES (APT)

The five-point scale below indicates how much of each aptitude the job requires for satisfactory or average performance. The average requirements, rather than a maximum or minimum, are cited. The amount required is expressed in terms of equivalent amounts possessed by segments of the general working population. The five-point scale is as follows:

1 = The top 10 percent of the population. This segment of the population possesses an extremely high degree of the aptitude.

2 = The highest third exclusive of the top 10 percent of the population. This segment of the population possesses an above-average or high degree of the aptitude.

3 = The middle third of the population. This segment of the population possesses a medium degree of the aptitude, ranging from slightly above to slightly below average.

4 = The lowest third exclusive of the bottom 10 percent of the population. This segment of the population possesses a below-average or low degree of the aptitude.

5 = The lowest 10 percent of the population. This segment of the population possesses a negligible degree of the aptitude.

This scale can be applied to each of the 11 aptitudes below to indicate the amount required for a particular job or task. The code letters used to designate each aptitude are in parentheses.

DESCRIPTION OF APTITUDES

Intelligence (G): General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

Verbal (V): Ability to understand meanings of words and ideas associated with them, and to use them effectively. Ability to comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. Ability to present information or ideas clearly.

Numerical (N): Ability to perform arithmetic operations quickly and accurately.

Spatial (S): Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

Form Perception (P): Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception (Q): Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination (K): Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

Finger Dexterity (F): Ability to move the fingers and to manipulate small objects with the fingers rapidly or accurately.

Manual Dexterity (M): Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions.

Eye-Hand-Foot Coordination (E): Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination (C): Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color. Ability to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately.

INTERESTS (INT)

This worker trait component involves preferences for certain types of work activities or experiences, with accompanying rejection of contrary types of activities or experiences. Five pairs of interest factors are provided so that a positive preference for one factor of a pair also implies rejection of the other factor of that pair.

1	Situations involving a preference for activities dealing with things and objects.	vs.	6 Situations involving a preference for activities concerned with people and the communication of ideas.

2	Situations involving a preference for activities involving business contact with people.	vs.	7	Situations involving a preference for activities of a scientific and technical nature.
3	Situations involving a preference for activities of a routine, concrete, organized nature.	vs.	8	Situations involving a preference for activities of an abstract and creative nature.
4	Situations involving a preference for working with people for their presumed good, as in the social welfare sense, or for dealing with people and language in social situations.	vs.	9	Situations involving a preference for activities that are nonsocial in nature, and are carried on in relation to processes, machines, and techniques.
5	Situations involving a preference for activities resulting in prestige or the esteem of others.	vs.	0	Situations involving a preference for activities resulting in tangible, productive satisfaction.

TEMPERAMENTS (TEMP)

Temperaments refer to different types of occupational situations to which workers must adjust.

1 Situations involving a variety of duties often characterized by frequent change.

2 Situations involving repetitive or short cycle operations carried out according to set procedures or sequences.

3 Situations involving doing things only under specific instruction, allowing little or no room for independent action or judgment in working out job problems.

4 Situations involving the direction, control, and planning of an entire activity or the activities of others.

5 Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.

6 Situations involving working alone and apart in physical isolation from others, although the activity may be integrated with that of others.

7 Situations involving influencing people in their opinions, attitudes, or judgments about ideas or things.

8 Situations involving performing adequately under stress when confronted with the critical or unexpected or when taking risks.

9 Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

0 Situations involving the evaluation (arriving at generalizations, judgments, or decisions) of information against measurable or verifiable criteria.

X Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.

Y Situations involving the precise attainment of set limits, tolerances, or standards.

PHYSICAL DEMANDS (PHYS DEM)

Physical demands are those physical activities required of a worker in a job. The physical demands referred to serve as a means of expressing both the physical requirements of the job and the physical capacities (specific physical traits) a worker must have to meet the requirements. For example, "seeing" is the name of a physical demand required by many jobs (perceiving by the sense of vision), and also the name of a specific capacity possessed by many people (having the power of sight). The worker must possess physical capacities at least in an amount equal to the physical demands made by the job.

FACTOR 1: Lifting, Carrying, Pushing, and/or Pulling (Strength)

These are the primary "strength" physical requirements, and generally speaking, a person who engages in one of these activities can engage in all. Specifically, each of these activities can be described as:

Lifting: Raising or lowering an object from one level to another (includes upward pulling).

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, kicking, and treadle actions).

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

The five degrees of Factor 1: Lifting, Carrying, Pushing, and/or Pulling are as follows:

Sedentary Work (S) = Lifting 10 lbs. maximum and occasionally lifting and/or carrying such articles as dockets, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required only occasionally and other sedentary criteria are met.

Light Work (L) = Lifting 20 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 10 lbs. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree, or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

Medium Work (M) = Lifting 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 25 lbs.

Heavy Work (H) = Lifting 100 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 50 lbs.

Very Heavy Work (V) = Lifting objects in excess of 100 lbs. with frequent lifting and/or carrying of objects weighing 50 lbs. or more.

FACTOR 2: Climbing and/or Balancing

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

FACTOR 3: Stooping, Kneeling, Crouching, and/or Crawling

Stooping: Bending the body downward and forward by bending the spine at the waist.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crouching: Bending the body downward and forward by bending the legs and spine.

Crawling: Moving about on the hands and knees or hands and feet.

FACTOR 4: Reaching, Handling, Fingering, and/or Feeling

Reaching: Extending the hands and arms in any direction.

Handling: Seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved).

Fingering: Picking, pinching, or otherwise working with the fingers primarily (rather than with the whole hand or arm as in handling).

Feeling: Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of the fingertips.

FACTOR 5: Talking and/or Hearing

Talking: Expressing or exchanging ideas by means of the spoken word.

Hearing: Perceiving nature of sounds by the ear.

FACTOR 6: Seeing

Obtaining impressions through the eyes of the shape, size, distance, motion, color, or other characteristics of objects. The major visual functions are defined as follows:

Acuity, Far: Clarity of vision at 20 feet or more.

Acuity, Near: Clarity of vision at 20 inches or less.

Depth Perception: Three-dimensional vision. The ability to judge distance and space relationships so as to see objects where and as they actually are.

Field of Vision: The area that can be seen up and down or to the right or left while the eyes are fixed on a given point.

Accommodation: Adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distances from the eye.

Color Vision: The ability to identify and distinguish colors.

DATA, PEOPLE, AND THINGS

The last three digits of an occupational code number express the job's relationship to Data, People, and Things. Only relationships which are significant in terms of job requirements are reflected in the code numbers. The incidental relationships which every worker has to Data, People, and Things, but which do not seriously affect successful performance of the essential duties of the job, are not reflected. Each successive relationship includes those that are simpler.

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signalling	6 Feeding-Offbearing
7 No significant relationship	7 Serving	7 Handling
8 No significant relationship	8 No significant relationship	8 No significant relationship

SECTION 2.6
Related Jobs at Entry, Intermediate, and Advanced Levels

This section is intended primarily for use in career guidance activities. Persons trained as social service aides will acquire skills and knowledge which provide job and career mobility across a broad range of occupations. The following lists, as partial compilations, illustrate the career flexibility possible given a minimum amount of retraining. With the labor shortages in the emerging field of social service, however, one would not generally encourage such transfer, but students trained as social service aides should be aware of the available job options.

To be used effectively, these lists should be matched against the Inventory of Job Tasks (Section 1.4), which has been structured by job levels (entry, intermediate, and advanced) within the career ladder. Guidance counselors, instructors and students, as well as employers, recruiting officers, placement and personnel directors, and others within education and industry should find these products of much value. The job titles and code numbers have been drawn from the Dictionary of Occupational Titles, where a complete listing of related jobs can be found.

ENTRY-LEVEL TITLE JOB: SOCIAL SERVICE AIDE

Job Titles	D.O.T. Code Number
Account-Information Clerk (light, heat, and power)	210.368
Adjustment Clerk (clerical)	241.368
Admissions Evaluator (education)	205.368
Admitting Officer (medical service)	237.368
Ambulance Attendant (medical service)	355.878
Appointment Clerk	237.368
Attendance Officer (education)	168.368
Attendant, Physical Therapy (medical service)	355.878
Attendant, Traveling Display (any industry)	353.368
Bookmobile Driver (library)	109.368
Brokerage Clerk (financial institutions)	219.368
Call Clerk (government service)	243.368
Call-Out Operator (business service; retail trade)	209.368
Case Aide	195.208
Child-Care Attendant (government service)	359.878
Child-Care Attendant (personal service)	355.878
Children's Matron (amusement and recreation)	349.878

Claims Clerk (insurance)	249.368
Clerk, Electoral (government service)	249.368
Collection Clerk (clerical)	240.388
Collector (clerical)	240.368
Companion (domestic service)	309.878
Contract Clerk (light, heat, and power; telephone and telegraph)	249.368
Correspondence Clerk (clerical)	204.288
Cottage Parent (medical service)	355.878
Counter Clerk (printing and publishing)	249.368
Counter Clerk (telephone and telegraph)	239.368
Court Clerk (government service)	249.368
Credit Clerk (clerical)	249.368
Credit Reporter (business service)	249.368
Customs Clerk (government service)	249.288
Deposit Clerk (light, heat, and power)	249.368
Employment Clerk	205.368
Employment Interviewer	166.268
Evaluator (clerical)	209.368
Examination Proctor (government service)	199.268
Farm Checker (government service)	249.368
Field Representative (government service)	166.268
Fingerprint Clerk (government service)	249.368
First Aid Attendant (any industry)	354.878
Forms Analyst (clerical)	249.288
Foster Mother (domestic service)	309.878
Guide, Establishment (any industry)	353.368
Home Attendant (personal service)	354.878
Hospital Admitting Clerk (clerical)	237.368
Identification Clerk	205.368
In-File Operator (business service)	209.368
Information Clerk (clerical)	237.368
Insurance Clerk (medical service)	210.368
Interviewer, Housing Project (government service)	166.268

Investigator (any industry)	205.368
Kindergarten (any industry)	359.878
Library Assistant (library)	249.368
License Clerk (government service)	249.368
Loan Closer (financial institutions; real estate)	249.288
Loan Officer (banking, financial institutions)	249.368
Loss-of-Claim Clerk (insurance)	241.368
Lost-and-Found Clerk (clerical)	243.368
Mail Distribution Scheme Examiner (government service)	239.368
Management Aide	195.368
Manager, Traffic (motor transportation)	239.368
Midwife (medical service)	354.878
Mortgage Closing Clerk (clerical)	243.368
Mother's Helper (domestic service)	306.878
New-Accounts Clerk (clerical)	249.368
New-Accounts Teller (banking)	249.368
Nurse Aide (medical service)	355.878
Nursemaid (domestic service)	307.878
Nurse, Practical (medical service)	354.878
Order Clerk (clerical)	249.368
Orderly (medical service)	355.878
Outpatient-Admitting Clerk (medical service)	237.368
Outside Contact Clerk (light, heat, and power)	241.368
Personnel Clerk	205.368
Placer (insurance)	239.368
Prisoner Classification Interviewer	166.268
Procurement Clerk (clerical)	223.368
Program Aide, Group Work Recreation Leader	195.228
Prompter (amusement and recreation)	152.368
Psychiatric Aide (medical service)	355.878
Receptionist (clerical)	237.368
Registration Clerk (government service)	237.368
Registration Clerk (library)	109.368

Religious Affairs Clerk (nonprofit organizations)	249.368
Repossessor (clerical)	240.368
Safe-Deposit Clerk (banking)	249.368
Sales Correspondent (any industry)	204.388
Script Assistant (amusement and recreation)	963.368
Social Security Clerk	205.368
Special-Certificate Dictator (insurance)	209.388
Study Supervisor (education)	099.368
Supervisor, Contingents (retail trade)	205.368
Survey Worker (clerical)	249.268
Telegraph Messenger (telephone and telegraph)	230.368
Telephone Quotation Clerk (financial institutions)	243.368
Test Technician (clerical)	205.368
Title Clerk (government service)	168.368
Town Clerk (government service)	249.288
Tracer (clerical)	240.368
Traffic Checker (government service)	919.368
Travel Clerk (hotel and restaurant)	242.368
Tray-Line Worker (medical service)	355.878
Trust-Collection Clerk (banking)	240.388
Weather Clerk (air transportation)	239.368

INTERMEDIATE-LEVEL JOB TITLE: SOCIAL SERVICE REPRESENTATIVE

Admissions Evaluator (education)	205.368
Admitting Officer (medical service)	237.368
Claims Taker, Unemployment Benefits (government service)	169.268
Compliance Investigator (government service)	168.168
Employment Interviewer (professional and kindred occupations)	166.268
Interpreter (professional and kindred occupations)	137.268
Interviewer and Claims Adjuster (insurance)	169.168
Interviewer, Housing Project (government service)	168.268

Interviewer, Initial Claims (government service)	169.268
Investigator (any industry)	191.268
Occupational Therapy Aide (medical service)	079.368
Orientation Therapist for the Blind (assistance)	079.228
Prisoner Classification Interviewer (professional and kindred occupations)	166.268
Recreation Leader (professional and kindred occupations)	195.228
Safety Inspector (government service)	168.168

ADVANCED-LEVEL JOB TITLE: ADVANCED SOCIAL SERVICE REPRESENTATIVE

Caseworker, Child Welfare/Family	195.108
Claims Deputy (government service)	249.138
Community Services and Health Education Officer (government service)	079.168
Community Relations and Services Advisor, Public Housing (professional and kindred occupations)	195.108
Corrective Therapist (medical services)	079.368
Counselor	045.108
Educational Benefits Representative (government service)	168.268
Educational Specialist (education)	099.168
Educational Supervisor, Penal Institution (education)	099.118
Educational Therapist (education)	091.228
Employee Service Officer	195.118
Group Worker	195.108
Health Officer, Field (government service)	168.168
Home and School Visitor	195.108
Occupational Therapist (medical service)	079.128
Orientation Therapist for the Blind (education)	079.128
Parole Officer	195.108
Probation Officer	195.108
Rating Specialist, Occupational (government service)	169.168
Recreational Therapist (medical service)	079.128

Research Worker, Social Welfare (professional and kindred occupations)	054.088
Scholarship Counselor (education)	090.168
School Adjustment Counselor	195.108
Social Group Worker (professional and kindred occupations)	195.108
Social Work Consultant (professional and kindred occupations)	195.108
Social Worker, Delinquency Prevention (professional and kindred occupations)	195.108
Social Worker, Medical/Psychiatric/School	195.108
Vocational Disability Examiner (government service)	169.168

SECTION 2.7
Related Jobs by Worker Trait Group

This section is intended primarily for use in career guidance activities. The lists of jobs presented here are categorized according to the four major worker trait groups: Worker Trait Group 1, Counseling and Guidance; Worker Trait Group 2, Information Gathering; Worker Trait Group 3, Corresponding and Related Activities; and Worker Trait Group 4, Information Giving. These groupings are the framework for the qualifications profile and the inventories of job tasks and general knowledge concepts.

Within each worker trait group, jobs are arranged numerically according to their complete Dictionary of Occupational Titles (D.O.T.) code number. (See Section 2.5 for an explanation of the codification system used in the D.O.T.) The jobs listed may be drawn from any number of three-digit groups within each Occupational Group Arrangement. This section presents only the base and defined related titles. For a complete listing of all undefined, related, and alternate job titles within each Occupational Group Arrangement, the user is directed to the D.O.T.

WORKER TRAIT GROUP 1:
COUNSELING AND GUIDANCE

04	**Life Sciences**
045.	**Psychology**
045.108	Counselor (professional and kindred occupations)
	Counselor, Nurses' Association (medical service)
	Director of Guidance (professional and kindred occupations)
	Psychologist, Clinical (professional and kindred occupations)
	Psychologist, Counseling (professional and kindred occupations)
	Psychologist, Industrial (professional and kindred occupations)
	Psychologist, School (professional and kindred occupations)
	Residence Counselor (education)
09	**Education**
099.	**Education, not elsewhere classified**
099.108	Dean of Boys (education)
	Foreign Student Advisor (education)
099.208	Teacher, Visiting (education)
12	**Religion and Theology**
120.	**Ministerial Work**
120.108	Clergyman (professional and kindred occupations)
	Missionary (professional and kindred occupations)

129.	**Religion and Theology, not elsewhere classified**
129.108	Christian Science Practitioner (professional and kindred occupations)
	Director of Religious Activities (education)
	Director, Religious Education (nonprofit organizations)
129.208	Parish Worker (professional and kindred occupations)
19	**Miscellaneous Professional, Technical, and Managerial Work**
195.	**Social and Welfare Work**
195.108	Caseworker (professional and kindred occupations)
	Caseworker, Child Welfare (professional and kindred occupations)
	Caseworker, Family (professional and kindred occupations)
	Parole Officer (professional and kindred occupations)
	Probation Officer (professional and kindred occupations)
	Social Worker, Medical (professional and kindred occupations)
	Social Worker, Psychiatric (professional and kindred occupations)
	Social Worker, School (professional and kindred occupations)
	Community Relations and Services Advisor, Public Housing (professional and kindred occupations)
	Group Worker (professional and kindred occupations)
	Social Group Worker (professional and kindred occupations)
	Social Worker, Delinquency Prevention (professional and kindred occupations)
195.208	Case Aide (professional and kindred occupations)

WORKER TRAIT GROUP 2: INFORMATION GATHERING

09	**Education**
099.	**Education, not elsewhere classified**
099.368	Study Supervisor (education)
10	**Museum, Library, and Archival Sciences**
109.	**Museum, Library, and Archival Sciences, not elsewhere classified**
109.368	Bookmobile Driver (library)
	Registration Clerk (library)
15	**Entertainment and Recreation**
152.	**Music**
152.368	Prompter (amusement and recreation)

16	**Administrative Specialties**
168.	**Inspecting and Investigating, Managerial and Public Service**
168.368	Attendance Officer (education)
	Title Clerk (government service)
19	**Miscellaneous Professional, Technical, and Managerial Work**
191.	**Business Relations Work, not elsewhere classified**
191.368	Management Aide (professional and kindred occupations)
20	**Stenography, Typing, Filing, and Related Work**
205.	**Personnel Work**
205.368	Admissions Evaluator (education)
	Employment Clerk (clerical)
	Investigator (any industry)
	Personnel Clerk (clerical)
	Identification Clerk (clerical)
	Social Security Clerk (clerical)
	Supervisor, Contingents (retail trade)
	Test Technician (clerical)
209.	**Stenography, Typing, Filing, and Related Work, not elsewhere classified**
209.368	Call-Out Operator (business service; retail trade)
	Evaluator (clerical)
	In-File Operator (business service)
21	**Computing and Account Recording**
210.	**Bookkeeping**
210.368	Account-Information Clerk (light, heat, and power)
	Insurance Clerk (medical service)
219.	**Computing and Account Recording, not elsewhere classified**
219.368	Brokerage Clerk (financial institutions)
22	**Material and Production Recording**
223.	**Stock Checking and Related Work**
223.368	Procurement Clerk (clerical)

23 Information and Message Distribution

230. Messenger and Related Work

230.368 Telegraph Messenger (telephone and telegraph)

237. Reception and Information Dispensing Work

237.368 Admitting Officer (medical service)
Appointment Clerk (clerical)
Information Clerk (clerical)
  Pay-Station Attendant (clerical)
Information Clerk (motor transport; railroad transport)
Outpatient-Admitting Clerk (medical service)
Receptionist (clerical)
  Hospital Admitting Clerk (medical service)
Registrar (government service)
Registration Clerk (government service)

239. Information and Message Distribution, not elsewhere classified

239.368 Counter Clerk (telephone and telegraph)
Mail-Distribution-Scheme Examiner (government service)
Manager, Traffic (motor transport)
Placer (insurance)
Weather Clerk (air transport)

24 Miscellaneous Clerical Work

240. Collecting

240.368 Collector (clerical)
  Repossessor (clerical)
Collector, Overdue Material (library)
Tracer (clerical)

241. Adjusting

241.368 Adjustment Clerk (clerical)
Loss-of-Claim Clerk (insurance)
Outside-Contact Clerk (light, heat, and power)

242. Hotel Desk Work, not elsewhere classified

242.368 Travel Clerk (hotel and restaurant)

243. Clerical Work, Direct Service, not elsewhere classified

243.368 Call Clerk (government service)
Lost-and-Found Clerk (clerical)
Lost-and-Found Clerk (motor transport)
Mortgage Closing Clerk (clerical)
Telephone Quotation Clerk (financial institutions)

249.	**Miscellaneous Clerical Work, not elsewhere classified**
249.368	Claims Clerk (insurance)
	Clerk, Electoral (government service)
	Counter Clerk (printing and publishing)
	Court Clerk (government service)
	Credit Clerk (clerical)
	Credit Reporter (business service)
	Deposit Clerk (light, heat, and power)
	Farm Checker (government service)
	Fingerprint Clerk (government service)
	Library Assistant (library)
	License Clerk (government service)
	Loan Officer (banking, financial institutions)
	New-Accounts Clerk (clerical)
	Contract Clerk (light, heat, and power; telephone and telegraph)
	New-Accounts Teller (banking)
	Order Clerk (clerical)
	Religious Affairs Clerk (nonprofit organizations)
	Safe-Deposit Clerk (banking)
34	**Amusement and Recreation Services**
349.	**Amusement and Recreation Services, not elsewhere classified**
349.368	Kennel Master (amusement and recreation)
35	**Miscellaneous Personal Services**
353.	**Guide Service, Except Hunting and Fishing**
353.368	Attendant, Traveling Display (any industry)
	Guide (personal service)
	Guide, Establishment (any industry)
	Guide, Factory (any industry)
	Guide, Sightseeing (personal service)
	Page Boy (radio and television broadcasting)
91	**Transportation Work, not elsewhere classified**
919.	**Miscellaneous Transportation Work, not elsewhere classified**
919.368	Traffic Checker (government service)
96	**Amusement, Recreation, and Motion Picture Work, not elsewhere classified**
963.	**Radio and Television Production, not elsewhere classified**
963.368	Script Assistant (amusement and recreation)

WORKER TRAIT GROUP 3:
CORRESPONDING AND RELATED ACTIVITIES

20 **Stenography, Typing, Filing, and Related Work**

204. **Correspondence Work**
204.288 Correspondence Clerk (clerical)
204.388 Sales Correspondent (any industry)

209. **Stenography, Typing, Filing, and Related Work, not elsewhere classified**
209.388 Special-Certificate Dictator (insurance)

24 **Miscellaneous Clerical Work**

240. **Collecting**
240.388 Collection Clerk (clerical)
Trust-Collection Clerk (banking)

249. **Miscellaneous Clerical Work, not elsewhere classified**
249.288 Customs Clerk (government service)
Forms Analyst (clerical)
Loan Closer (financial institutions; real estate)
Town Clerk (government service)

WORKER TRAIT GROUP 4:
INFORMATION GIVING

15 **Entertainment and Recreation**

159. **Entertainment and Recreation, not elsewhere classified**
159.268 Director, Casting (motion pictures; radio and television broadcasting)

16 **Administrative Specialties**

166. **Personnel and Training Administration**
166.268 Employee-Operations Examiner (railroad transport)
Employment Interviewer (professional and kindred occupations)
Personnel Recruiter (professional and kindred occupations)
Prisoner-Classification Interviewer (professional and kindred occupations)
Field Representative (government service)
Placement Officer (education)

168.	**Inspecting and Investigating, Managerial and Public Service**
168.268	Interviewer, Housing Project (government service)
169.	**Administrative Specialties, not elsewhere classified**
169.268	Claims Taker, Unemployment Benefits (government service)
	Hospital Insurance Representative (insurance)
	Secretary, Board of Education (education)
	Supervisor, Special Services (education)
18	**Managerial Work, not elsewhere classified**
187.	**Service Industry Management**
187.168	National Service Officer (nonprofit organizations)
19	**Miscellaneous Professional, Technical, and Managerial Work**
199.	**Miscellaneous Professional, Technical, and Managerial Work, not elsewhere classified**
199.268	Examination Proctor (government service)
20	**Stenography, Typing, Filing, and Related Work**
249.	**Miscellaneous Clerical Work, not elsewhere classified**
249.268	Survey Worker (clerical)

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